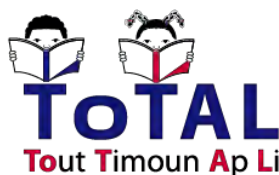




**USAID** | **HAITI**  
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Ministère de l'Éducation Nationale  
et de la Formation Professionnelle

*EdData II*

# Tout Timoun Ap Li - ToTAL (All Children Reading)

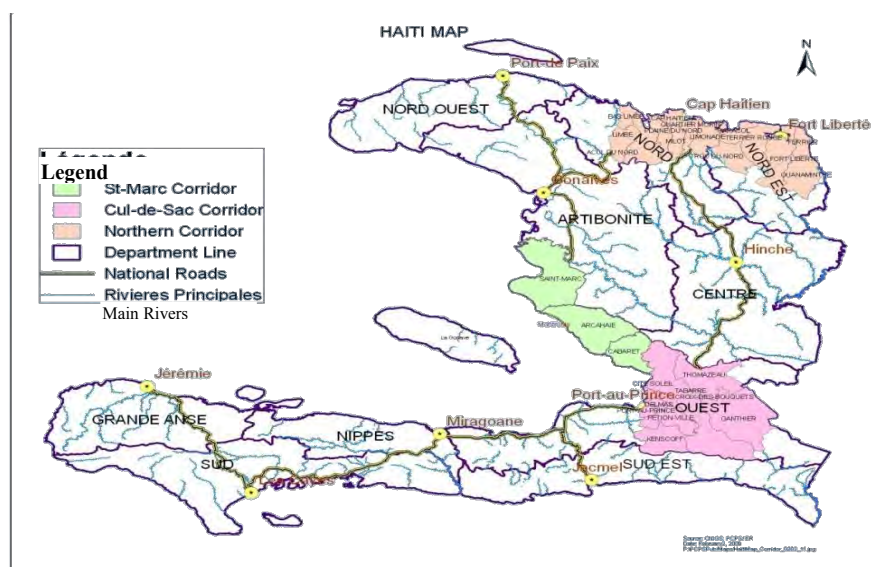
Final Report on the Capacities of Organizations in the  
Education Field

Ouest, Artibonite, Nord, and Nord-Est

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# Tout Timoun Ap Li - ToTAL (All Children Reading)

Final Report on the Capacities of Organizations in the  
Education Field  
Ouest, Artibonite, Nord, and Nord-Est

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***“In a typical large change program, it is not a matter of simply sending out the new organization chart or the new budget or the new strategy with a few projects. It is about changing people's behavior (often a lot of people), and this is not trivial.”***

**JOHN P. KOTTER**

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## Abbreviations

|          |   |
|----------|---|
| ADEPA    | Association des Directeurs d'École (Association of School Directors)  |
| ADEPGM   | Association des Écoles Privées de Gros-Morne (Gros-Morne Association of Private Schools)  |
| ADEPP    | Organisation de la Défense des Écoles Privées de la Plaine Cul de Sac (Organization of the Defense of Private Schools of the Cul-de-Sac Plains)     |
| ADSB     | Mission Armée du Salut Balan (Salvation Army Mission of Salut Balan)  |
| AEF      | Association des Enseignants de Ferrier (Ferrier Teachers' Association)  |
| AEPI     | Association des Enseignants de Pilate (Pilate Teachers' Association)  |
| AEPISR   | Association des Écoles Privées Indépendante de St Raphael (Association of Independent Private Schools of St Raphael)                                |
| AES      | Association des Enseignants de Sainte Suzanne (Sainte-Suzanne Teachers' Association)  |
| AESM     | Association des Éducateurs de Saint Marc (Saint-Marc Teachers' Association)   |
| AIR      | American Institutes for Research  |
| AJCEFOS  | Association des Jeunes Chrétiens pour l'Épanouissement de la Force Sociale (Association of Young Christians for the Development of Social Strength) |
| ANEN     | Association Nationale des Écoles du Nord (National Association of Schools in Nord)  |
| APEC     | Association Professionnelle des Enseignants du Cap (Cap Teachers' Professional Association)   |
| ASEPISMA | Association des Écoles Privées Indépendantes de St Michel (Association of Independent Private Schools of St Michel)                                 |
| BAEH     | Bureau Anglican de l'Éducation en Haïti (Anglican Office of Education in Haiti)   |
| BDS      | Bureau de District Scolaire (School District Offices)   |
| BEMHEG   | Bureau des Églises Méthodistes pour l'Éducation Générale (Office of the Methodist Church of Haiti for General Education)                            |
| BIZ      | Bureau d'Inspection de Zone (Zonal Office of Inspection)  |
| CAFT     | Le Centre d'Apprentissage et de Formation pour la Transformation (Center for Learning and Training for Transformation)                              |
| CARE     | Cooperative for Assistance and Relief Everywhere  |
| CEEC     | Commission Episcopale des Écoles Catholiques (Episcopal Commission for Catholic Education)  |

|          |  |
|----------|--|
| CFCE     | Centre de Formation des Cadres en Éducation (Center for Training Executives in Education)  |
| CFEF     | Centre Formation École Fondamentale (Primary School Training Center)   |
| CHASAF   | Centre Haitien d'Action Sociale pour l'Avancement de la Famille (Haitian Social Action Center for the Advancement of the Family)                         |
| CIPSH    | Confédération des Écoles Privées Indépendantes d'Haïti   |
| CJANVEH  | Coordination des Jeunes en Action pour une Nouvelle Vision des Enfants d'Haïti (Coordination of Youth and Action for a New Vision for Children in Haiti) |
| CJOSEP   | Cercle des Jeunes pour le Développement Socio-Économique du Pays (Youth Circle for the Socioeconomic Development of the Country)                         |
| CLIO     | Cadre de Liaison Inter ONG (Cadre of Inter NGO Liaison)  |
| CME      | Commission Municipale d'Éducation (Municipal Education Commission)   |
| COADES   | Commission d'Appui au Développement de l'Éducation de Sainte Suzanne (Sainte-Suzanne Education Development Support Commission)                           |
| CODECI   | Collectif de Défense Citoyenne (Citizens' Defense Collective)  |
| CONFEPHI | Confédération des Écoles Privées Indépendantes d'Haïti (Confederation of Independent Private Schools of Haiti)   |
| COPRODEP | Conseil Projet National de Développement Participatif en Milieu Urbain (National Project Council for Participatory Development in Urban Areas)           |
| CORAM    | Comité Pour la Rénovation 11 de l'Avenue Maurepas (Committee for the Renovation of 11 Avenue Maurepas)   |
| COSPE    | Consortium des Organisations du Secteur Privé de l'Éducation (Consortium of Private Sector Organizations in Education)                                   |
| CPTTS    | Cabaret Primary Teacher Training School  |
| CSTA     | Cité Soleil Teachers' Association  |
| DAEPP    | MENFP: Direction d'Appui à l'Enseignement Privé et au Partenariat (Directorate of Private Teaching Support and Partnership)                              |
| DCQ      | MENFP: Direction de Curriculum et de Qualité (Directorate of Curriculum and Quality)   |
| DDE      | MENFP: Directions Départementales d'Education (Departmental Directorates of Education)   |
| DEF      | MENFP: Direction de l'Enseignement Fondamental (Directorate of Primary Teaching)   |
| DG       | MENFP: La Direction Général (General Directorate)  |
| DFP      | MENFP: Direction de la Formation et du Perfectionnement (Directorate of Training and Perfection)   |
| DPCE     | MENFP: Direction de la planification et de la coopération externe  |

|         |  |
|---------|--|
| EDE-YO  | Organisation Pour le Développement de l'Environnement et Éducation pour Tous (Organization for the Development of the Environment and Education for All) |
| EFA     | Education for All  |
| EFACAP  | École Fondamentale d'Application, Centre d'Appui Pédagogique (Basic Education Application School and Pedagogical Support Centers)                        |
| EGRA    | Early Grade Reading Assessment   |
| EMMUS   | Enquête Mortalité, Mobilité et Utilisation des Services (Study of Mortality, Morbidity and Utilization of Services)                                      |
| ENF     | École Normale des Frères (Brother's Normal School)   |
| EPT     | Éducation pour Tous (Education for All)  |
| FAENNE  | Federation des Associations des Enseignants du nord et du nord-est (Federation of Teachers' Associations in Nord and Nord-Est)                           |
| FDLG    | Fondation de la Grace (Grace Foundation)   |
| FENATEC | Fédération Nationale des Techniciens en Éducation et en Culture (National Federation of Education and Culture Experts)                                   |
| FEPH    | Fédérations des Écoles Protestantes d'Haïti (Federation of Protestant Schools of Haiti)  |
| FIA     | Formation Initiale Accélérée (Accelerated Initial Training)  |
| FJ      | Fondation Jaune (Yellow Foundation)  |
| FONHEP  | Fondation Haïtienne de l'Enseignement Privé (Haitian Private School Foundation)  |
| FPN     | Le Fonds de Parrainage National  |
| FREP    | Fraternité pour la Réhabilitation de l'Église Primitive (Brotherhood for the Rehabilitation of the Early Church)   |
| GTEF    | Groupe Technique de Travail en Éducation et Formation (Technical Working Group for Education and Training)   |
| HTCO    | Hands Together (Mains Unies)   |
| IDE     | Initiative pour le Développement de l'Estère (Estère Development Initiative)   |
| IFOS    | Institut de Formation du Sud (Institute of Training of the South)  |
| IHSI    | Institut Haïtien de Statistique et d'Informatique (Haitian Institute of Statistics and Data Processing)  |
| JMC/TMK | Fondation Jeunes Missionnaires du Christ (Young Missionaries of Christ Foundation)   |
| J/P HRO | J/P Haitian Relief Organization  |
| MENFP   | Ministère de l'Éducation Nationale et de la Formation Professionnelle (National Ministry of Education and Professional Training)                         |

|          |  |
|----------|--|
| MOFAPWO  | Mouvman Fanm Bèlè Pwogresis (Movement of the Women of Bèlè For Progress)   |
| NGO      | Nongovernmental organization   |
| ODESCBA  | Organisation de Developpement Environnementale et Socio-Culturel du Bas Artibonite (Environmental and Socio-Cultural Development Organization of Lower Artibonite) |
| OJAM     | Organisation des Jeunes de l'Avenue Maurepas (Avenue Maurepas Youth Organization)  |
| OLEC     | Organisation des Leaders Évangéliques de Cabaret (Organization of Evangelical Leaders of Cabaret)  |
| OPAA     | Organisation pour le Progres et l'Avancement de l'Artibonite (Organization for the Progress and Advancement of Artibonite)   |
| PDCL     | Plateforme de Développement des Compétences en Lecture (Platform for the Development of Reading Competencies)  |
| PEO      | Professeurs Ensemble de Ouanaminthe (Ouanaminthe Professors Together)  |
| PLOB     | Plateforme des Organisation Vivantes de Bois-de-Lance (Platform for Bois-de-Lance Living Organizations)  |
| RENEC    | Réseau National des Écoles Communautaires (National Network of Community Schools)  |
| SAEPP    | Service d'Appui à l'Enseignement Privé et au Partenariat (Service of Support of Private Teaching and Partnership)  |
| SAP      | Service d'Appui Pédagogique (Service of Pedagogical Support)   |
| SOS      | SOS Village d'Enfant Haiti (SOS Children's Village Haiti)  |
| ToTAL    | Tout Timoun ap li (All children Reading)   |
| UDAA     | Union des Démocrates pour l'Avancement de l'Arcahaie (Union of Democrats for the Advancement of Arcahaie)  |
| UNICEF   | United Nations Children's Fund   |
| UPAG/FSE | Université Publique de l'Artibonite aux Gonaïves/Faculte des Sciences Éducatives (Public University of the Artibonite at Gonaïves/Faculty of Educational Science)  |
| USAID    | United States Agency for International Development   |

## Executive Summary

The present moment offers powerful opportunities to address longstanding challenges in primary education in Haiti such as the dearth of reliable school-level information and, importantly, the fact that too many children still do not learn to read during the early grades. Indeed, according to a 2008-2009 World Bank-supported Early Grade Reading Assessment (EGRA) study, 76% of first graders, 49% of second graders, and 29% of third graders could not read a single word in Haitian Creole and similar results were found when students were tested in French (63% for Grade 1, 48% for Grade 2, and 23% for Grade 3). Such low levels of student performance were also observed by RTI in the *Tout Timoun Ap Li* (ToTAL) EGRA administrations in the 2012–2013 (Baseline and Endline) and 2013–2014 (Baseline) school years.

Due to the increased adoption of new technologies in Haiti such as tablet computers and the Tangerine electronic data collection software system, the availability of research-informed curriculum and pedagogy that yield greater student outcome improvements, and enhanced managerial capacity in some local organizations, this is an opportune moment to achieve the long-elusive goals of ensuring that the vast majority of children learn to read in the early grades and effectively and efficiently measuring the results. At the same time, some technological solutions need no longer be imported into Haiti as, for example, Surtab now produces tablet computers in Haiti. Further, Haitian diaspora organizations such as Educa Vision Inc., a Florida-based publisher of Creole children's books, bring new and high quality resources to early grade education. However, due to the weak capacity of many local organizations, a great deal of effort, continued commitment from international partners, and increased adaptability from established Haitian organizations is required to achieve the promise of the current moment.

The ToTAL Applied Research Activity has been tasked with mapping the capacity of current organizations operating in Haiti in an effort to better understand the current education system in Haiti as well as the supports that can be engaged to support education-focused initiatives in the country. This report updates the findings of the ToTAL's Report on the Capacities of Organizations in the Education Field Ouset, Artibonite, North, and North-East which was based on an extensive survey of organizations conducted in May 2013 and was approved by USAID in January 2014. The current version reflects new information about surveyed organizations that Project ToTAL staff have become aware of in the course of program implantation including new organizations that have emerged as potential partners.

The consultation for the initial report was launched to identify capacities available in the field to support learning that happens both within and beyond the classroom walls. In particular, this involved highlighting field operators' capacities to drive reading reforms in primary education. This work was accomplished through the use of existing documentary sources and field surveys in some 30 municipalities covering the three USAID corridors. In compiling these inventories, organizations were classified into two main categories: public organizations (such as the École Fondamentale d'Application, Centre d'Appui Pédagogique [EFACAPs]) and regional universities and non-public organizations. This study made it possible to compile a directory of organizations active in education in terms of available resources, field experience in implementing education programs, and other capacities. Further, ToTAL not only assessed

organizations in the education sector but also expanded its assessment to organizations with complementary skills that can contribute to education projects such as radio stations and publishers. Organizations added to the capacity mapping database and presented in this updated report have been in direct contact with the project and have already demonstrated capacity to support ongoing education initiatives.

The number of identified organizations totals 253, a solid majority of which are located in the Artibonite (90 organizations, or 36%) and Ouest (94 organizations, or 38%) departments. Approximately seventy percent of the surveyed organizations are active in urban areas; 30% are rural. The organizations are of various types, including international organizations, national networks of organizations, charities, trade unions, and school and university management associations. All of these organizations have reported having resources—whether human, material, or knowledge in the education sector—and could join future education project. However, many opportunities lie outside of the education sector. This report identifies organizations and institutions with complementary skills that are well positioned to contribute to the education sector.

Almost all of the surveyed organizations (204, representing 83% of the total reported being legally recognized by the Haitian state. In more than half of these cases, this recognition was awarded by the Ministry of Social Affairs. The vast majority (80%) of the surveyed organizations stated that they had databases or monitoring and evaluation capacities, although it was beyond the scope of this assessment to evaluate the actual functionality of those systems. Approximately 30% of the organizations reported that their main source of funding is member contributions, 27% run on donations, and 24% are funded by nongovernmental organizations (NGOs). Based on information collected in this survey, it was clear that many organizations did not have strong external relationships: less than 40% of reporting organizations maintain partnerships. Nor did many of the surveyed organizations participate in the establishment communal education coordinating mechanisms: 40% in Artibonite and Ouest, and much fewer in the other two departments. The trend was the same with regard to the conduct of reading support activities: relatively low-level commitments, despite the availability of qualified staff at the surveyed organizations (with 70% of their employees having a university education). Very few surveyed organizations (19 in total, just fewer than 8%) were familiar with the *Lekti se Lavni* method.

Given this, major efforts in terms of outreach, membership drives, training, and supervision will need to be made to ensure widespread awareness of the methods employed by the Project ToTAL are to be taken nationwide. Despite these constraints, and evidence that extensive capacity building and systems-strengthening is necessary, it is important to note that the vast majority of organizations surveyed welcomed additional engagement, with 71% of all surveyed organizations indicating that they were interested in participating in a large-scale early grade reading project.

This report has been updated to include new information collected through the implementation of Project ToTAL. Over the past two years, Project ToTAL staff have learned about and worked with a wide variety of local and Haitian diaspora organizations active in education or in sectors that directly contribute to education.s. Further, through working in partnership with prominent

Haitian organizations including FONHEP and CEEC to provide coaching to teachers and IFOS to conduct EGRAs, Project ToTAL was able to gain a first-hand understanding of the capacity of these organizations to carry out complex early grade reading programming. Within this report, RTI documents strengths and limitations of each of these organizations as well as proposed types of capacity building that might occur should these partners be engaged for future initiatives.

Another source of emerging opportunities is the Haitian diaspora. As referenced above, Educa Vision Inc., books could be used in other or future early grade reading projects in Haiti, and they may even be encouraged to develop additional books that support a large scale early grade reading program in Haiti. While Educa Vision Inc. was the most exciting example of a Haitian diaspora organization addressing an important need in early grade reading, other organizations can make important contributions as well. CreoleTrans, also Miami-based, provided timely, quality, and economical Creole translation services to the project and could serve future projects in Haiti both in the education sector and beyond.

It will be important to partner as well with the Haitian business community. The Maison Henri Deschamps, the longstanding leader in book publishing in Haiti, was an important source of children's books for the school libraries that Project ToTAL provided to treatment schools. It also has a wealth of child-friendly educational content that could be shared with future partners if intellectual property concerns are addressed.

In addition, important educational improvement opportunities exist in partnerships with organizations that are outside of the education sector. During the past school year, Lions Club International Haiti has worked closely with Project ToTAL to implement vision screening in ToTAL schools and at teacher trainings, as well as to make wall charts available to ToTAL schools. Since learning to read requires good vision, any early grade reading project should strongly consider partnering with an organization that has capacity in this sector. Lions Club International Haiti is particularly appealing due to its strong connections to medical schools and the medical establishment in Haiti, as well as the fact that its senior leadership is comprised of leading members of the Haitian business community and civil society. While Lions Club International Haiti relies on volunteers for both management and vision screening, it is able to carry out impressive program events. However, because it is a voluntary organization, it does not currently have the same capacity to implement large-scale or on-going vision screening interventions in the way that a health NGO with a full time staff could. Perhaps, with time, Lions Club International Haiti will develop into an organization that can manage and administer large scale vision screening or even receive its own grants. Although Project ToTAL worked closely with Lions Club International Haiti, it is important that future early grade reading projects recognize that a large body of academic literature demonstrates that school-based health interventions can lead to very powerful improvements in reading outcomes and, as a result, seek to partner with organizations providing school-based health interventions such as health screening, malaria treatment, deworming, vaccination, vitamins, provision of shoes, and school feeding. Further, these partnerships extend beyond the health sector to include gender, human rights, child protection, water sanitation, and livelihoods programming.

Organizations such as CEEC, Bureau Anglican de l'Éducation en Haïti (BAEH), Fédérations des Écoles Protestantes d'Haïti (FEPH), Confédération des Écoles Privées Indépendantes d'Haïti (CONFEPHI), Bureau de l'Église Méthodiste d'Haïti pour l'Éducation Générale (BEMHEG), Le

Fonds de Parrainage National (FPN), PLAN Haiti, Parole et Action (Words and Action), and the regional public universities all have important roles to play in any early grade reading program, but to be effective the program must be designed to play to their respective strengths (particularly networks, relationships with schools and students, knowledge of context, and experience) and realistically address their weaknesses. Haitian regional public universities can play a very important role in teacher recruitment, pre-service training, and in-service training. As a result, future projects must seek to strengthen the links between these higher learning institutions and organizations active in early grade education.

The findings from this report clearly demonstrate something that has long been common knowledge in this sector, which is that the many local organizations focused on education in Haiti are of limited capacity and highly decentralized in their efforts. However, this report emphasizes that there is a great deal of untapped potential for local organizations and for the Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) to make greater contributions to education in Haiti through working in closer coordination and through partnering with local organizations

## Recommendations

### General Recommendations:

Through implementing an action research early grade reading program in 300 schools in the Ouest, Artibonite, Nord, and Nord-Est Departments both directly and through local partners including IFOS, FONHEP, CEEC, YMCA d'Haiti, and Lions Club International Haiti, the Project ToTAL team has determined that continued, targeted capacity building of local organizations and the MENFP, particularly through joint implementation of projects with international partners, has considerable potential to strengthen the educational system and improve student performance. In addition to program implementation, Project ToTAL commissioned a study of educational organizations in its area of intervention to both understand and to better help to improve education in Haiti at a systemic level.

The research conducted to develop this report, when viewed through the lens of RTI's experience implementing the ToTAL project, yields the following recommendations:

1. **Skills Sharing Partnerships Within The Education Sector:** This report encourages similar synergistic partnerships between local organizations with expertise in specific techniques or best practices and organizations such as FONHEP and CEEC that have wide networks that can be leveraged with the use of new technology. This partnership is fundamentally transformative because FONHEP, through its partner CEEC, has a large network of schools but requires a great deal of strengthening of technology and management systems. For example, the online Tangerine-enabled transmission of coaching data empowers FONHEP to be more organized and timely in its use of information and thus to more adequately administer its programs and achieve better results for students. This recommendation of the original capacity mapping report has only been further affirmed by working with FONHEP

and CEEC during the 2013-2014 school year. Skills sharing and skill building partnerships are essential for the continued development of these organizations as well as their ability to provide quality services to their beneficiaries. However, beyond technology and technical support, FONHEP appears to require very significant change to its organizational culture, system of governance, and management systems if it is to function as an accountable organization that fulfills its responsibilities to its partners and its beneficiaries.

2. **Cross Sectoral Synergistic Partnerships:** This report also recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education, including in the health sector—for example, those involved with activities such as school based health screenings, health interventions, vitamins, deworming, vaccination, health interventions, food security, and particularly school feedings, water, and sanitation—to ensure a hygienic school environment and to address barriers to education for girls, gender, human rights, protection, and livelihoods. ToTAL’s work with Lions Club International Haiti for teacher sensitization and school-based vision screening provides an example of the power of these cross-sectoral partnerships to improve both educational outcomes and children’s lives more broadly by using school infrastructure to reach children for health interventions.
3. **Leverage Capacity in the Haitian Diaspora:** The Florida-based Educa Vision Inc., for example, produces high-quality children’s books in Creole. Educa Vision Inc. is a very important partner of the ToTAL project and should be engaged in further projects. Educa Vision could be encouraged to distribute its books using Cloud technology—as could leading Haitian publisher Maison Henri Deschamps—or printing in Haiti. More broadly, considerable opportunities exist in engaging US, Canadian, or French organizations that provide educational materials or services to the Haitian diaspora in large-scale education projects in Haiti. Further, during implementation, Project ToTAL saw, first-hand, the potential of hiring experienced individual members of the diaspora to provide technical and management support to existing organizations as the MENFP has done in the Plateforme de Développement des Compétences en Lecture (PDCL).
4. **Monthly Review Meeting:** A monthly review meeting should be established with the MENFP’s technical directorates and the Directions Départementales d’Education (DDE) in the scholastic departments involved in the project, convened under the responsibility of the General Directorate. The DEF, due to its lead role in implementing early grade education projects, should be part of this monthly meeting. The ToTAL project relied on more frequent, ad hoc communication with the DEF, PDCL, and the DDE in Fort-Liberté. However, a regular, formal monthly review meeting would institutionalize sustained coordination and partnership between the MENFP and lead implementing agencies.
5. **MENFP Communications Plan and Protocols:** Future projects must develop a communications plan and communications protocols for the communication of the project’s results to the managers for all relevant departments at the MENFP including the General Directorate (DG), Direction d’Appui à l’Enseignement Privé et au Partenariat (DAEPP), Direction de l’Enseignement Fondamental (DEF), Department de Curriculum et de Qualité

(DCQ), Plateforme de Développement des Compétences en Lecture (PDCL), and Direction de la Formation et du Perfectionnement (DFP). Due to the cross-cutting nature of early grade education, it is important to establish a clear, central focal point at the MENFP early on, as well as to designate who at the MENFP has approval authority versus advisory authority. In addition to close coordination with the DEC, PDCL, and the DDE, Project ToTAL hosted workshops in all three corridors to present EGRA results to the MENFP, teachers, directors, and other stakeholders including local and international NGOs involved in education. For curriculum development, Project ToTAL hosted workshops for the MENFP and other stakeholders from the early planning stages onward to not only ensure understanding and buy-in at the Ministry-level, but also to establish and maintain MENFP participation in and partnership in the development process. For the development of Grade 2 materials, Project ToTAL worked with a “Pilot Support Team” that included the MENFP (DEF and DG) as well as leading local organizations such as FONHEP, CEEC, IFOS, and CAFT to review and finalize the Grade 2 curriculum. As a result of the positive contributions of the Pilot Support Team to Grade 2 development, project ToTAL will work closely with the MENFP and these leading organizations to facilitate their sustained partner for and collaboration in the Grade 3 materials.

6. **Strengthen Skill-Based Networks:** Relations with those organizations that have tested modules and reading materials—such as Save the Children, FONHEP, CONCERN, and CARE—should be standardized. These meetings should include organizations who need technical and managerial capacity building. A key lesson of Project ToTAL is that a meeting for all partners implementing the ToTAL curriculum should be institutionalized to allow for joint problem solving, sharing of resources, reflections, and lessons learned, and better coordination of efforts.
7. **Regular Communication of Project Plans, Activities, and Results:** ToTAL project progress in the three corridors must be regularly communicated to the MENFP’s DEF and PDCL. The goal of these meetings should become joint planning and information sharing with the goal of strengthening the partnership, building MENFP capacity, and increasing the MENFP’s ownership of the project. Project ToTAL benefited from daily contact with the DEF and the PDCL, this coordination, and the underlying relations, should be continued and strengthened in further systemic early grade reading projects. Frequent communication and partnership with the office of the MENFP-DG to institutionalize the partnership should also be considered in future projects.
8. **Digital Education Materials:** Organizations such as Haïti Future that develop digital education materials and that have already developed French reading content for the first year of basic education should be approached with a goal of making the curriculum materials and teacher training materials of Project ToTAL available online and via tablet applications in an interactive and user-friendly way. Cloud technology can be used to make children’s books available to more young learners. Increased experimentation with tablet computers, including those locally produced by Surtab, could help to vastly increase access to up to date

educational content for MENFP officials in the capitol and in rural sites, as well as at the school level.

### **Specific Recommendations for Future Projects:**

1. **Project and MENFP Joint Planning Meetings:** Develop a calendar of planning meetings with the appropriate departmental directorates of the MENFP.
2. **Robust Engagements with the EFACAP:** Fully integrate the EFACAP into the project in the three corridors, using their facilities as venues for discussions, exchanges, and socio-cultural activities linked to the prospects of Project ToTAL, as well as with successor projects.
3. **Share Information about Available Space:** Create a list of venues available for training and reading activities.
4. **Engage School Management and School Boards:** With school management and school boards, set up reading structures in each area, with the help of the lead and area inspectors.
5. **Reading and Writing Competitions:** Launch Creole and French reading and writing competitions for children in Grades 1-4.
6. **MENFP-sponsored Standardization of Methods:** Participate in departmental sectorial tables and encouraging the standardization of methods.
7. **Intensive Outreach, Recruiting, and Information Sharing with Partners:** Meet with organizations that could become potential project partners, to share preliminary information with them, encourage support, and recruit potential partners.
8. **Continued High-Level Roundtables and Workshops:** Build on the success of a high-level governmental workshop in August 2013, continued, regular conferences on literacy that include the MENFP and leading international and Haitian organizations to present the latest research and success stories, as well as to build joint support for initiatives. Continued engagement is important to maintaining momentum and ensuring a high profile for early grade literacy in both government and civil society. Project ToTAL will remain active in facilitating high level discussions during its final six months of implementation.
9. **Expand the PDCL, particularly at the Departmental Level:** Encourage MENFP to establish a PDCL in each of the country's scholastic departments to maintain the focus on early grade reading, share information, coordinate with other departments, and maintain the sense of urgency on improving literacy and early grade reading.

Following these recommendations will help to create improvements in education and civil society through tapping the latent potential of existing organizations in Haiti. Future efforts to improve education must seek to help current organizations to better achieve their missions while also working together in greater coordination (both with each other and with the MENFP) to fulfill the shared goal of improving early grade education and literacy in Haiti.

# Introduction

In its efforts to both understand and improve education in Haiti at a systemic level, ProjectToTAL commissioned a study of the capacity of educational organizations active in the Ouest, Artibonite, Nord, and Nord-Est Departments.

This document describes the results of an assessment of the capacities of organizations involved in the scholastic departments of Artibonite, Ouest, Nord, and Nord-Est in Haiti, in the context of the ToTAL project.

The issue of reading has been of primary concern to the Haitian educational system since the enactment of the Bernard Educational Reform.<sup>1</sup> Today, within an overarching goal of promoting literacy development across Haiti, reading proficiency is directly linked to comprehension and is combined with writing education within a holistic perspective. The MENFP, in its efforts to ensure the quality of elementary education, has engaged in multiple activities to strengthen literacy development within the country:

- It developed Creole and French communication tools as part of an Inter-American Development Bank project (1996–2000).
- In 2006, the EGRA methodology was used in an assessment of basic reading proficiency in elementary schools, with the financial support of the World Bank and USAID.
- Two years later, further funding from the World Bank, through the intermediary of the Education for All (EFA) project, made it possible to again assess elementary school students' reading skills using the EGRA methodology. This approach also involved the finalization of a method for teaching and learning reading skills based on the Creole language. With the backing of the World Bank and the technical support of RTI, the *Direction de l'Enseignement Fondamental* (DEF) adapted the EGRA instrument in French and Creole.
- With funding from USAID, the MENFP is currently implementing the two-year ToTAL project with the goal of improving the teaching and learning of reading in the first years of elementary education in accordance with the MENFP Operational Plan. In this context, MENFP has committed to developing and implementing a systematic approach to teaching reading skills as a strategy for improving the quality of education in Haiti. The ToTAL project's experimentation in the previously designated development corridors should serve as the basis for the MENFP to extend this method nationwide.

This report presents the results of a survey, conducted to inform the MENFP Operational Plan, of 235 organizations working in the education field. These organizations—only a small percentage of which are in the public sector—are active in the areas covered by the ToTAL project.

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<sup>1</sup> Joseph C. Bernard, Minister of National Education at the time.

Included in the appendices to this report are the mapping databases, information-gathering chart, and consent form used for this report.

In June 2014, this report was reviewed and updated using information on the MENFP and other local stakeholders that were attained through implementation of Project ToTAL, as well as recommendations from successes and lessons learned since the initial report was submitted for approval. For example, the importance of skills-sharing partnerships has been affirmed during the 2013–2014 school year. Project ToTAL’s EGRA Haitian research partner, Institut de Formation du Sud (IFOS), a Haitian NGO with extensive experience in assessments, helped Project ToTAL to expand the use of internet-based Tangerine software in Haiti from Baseline and Endline assessments to the gathering of ongoing coaching data by CEEC coaches and FONHEP. In this way, IFOS is helping other Haitian organizations to modernize their approach to monitoring and to adopt best practices. This report strongly encourages similar synergistic partnerships between local organizations with expertise in specific techniques or best practices and organizations such as FONHEP and CEEC that have wide networks that can be leveraged with the use of new technology.

Further, through working with Lions Club International Haiti, Project ToTAL experienced firsthand that considerable educational improvement opportunities exist in strengthening the links between Haitian education organizations and Haitian organizations active in other sectors. Both organizations, Lions Club International Haiti and Project ToTAL, worked well together from the start and demonstrated that the time is right to seek further cross-sectoral partnerships for educational improvement.

## **2 Overview of Capacity Mapping**

### **2.1 Background**

More than 30 years after the enactment of the Bernard Education Reform, the questions raised by the Bernard Educational Reform legislation relating to the teaching of language in Haiti remain relevant today:

- In which language should children learn to read during their first year of school?
- Which reading methods should be used to facilitate the teaching/learning process?
- How should the switch be made from learning in Haitian Creole to learning in French?

These questions have sparked major debates for which a consensus is far from being reached. The present survey was commissioned by the MENFP as part of the ToTAL project to determine the capacities of educational organizations in the project’s intervention corridors; the survey’s results are intended to inform the MENFP’s ongoing attempts to address these questions in a systematic way. In particular, this survey involved highlighting field operators’ capacities to drive reading reforms in primary education.

## 2.2 The ToTAL Project

The ToTAL project is an applied research project whose goal is to allow children to become proficient in reading, writing, speaking, and comprehending in Haitian Creole and French. This project is implemented by RTI in close coordination and partnership with the MENFP in its efforts to improve literacy education in the first years of elementary school in Haiti. It is in line with the MENFP's intention of developing and implementing a systematic approach to literacy as a strategy for improving the quality of education. From this perspective, the project's role is to help the Ministry to develop and test a pedagogical model designed to strengthen literacy skills in children from Grade 1 to Grade 3. This approach is being applied in three geographic areas designated as "development corridors." These interventions entail training and guiding teachers with a view to the implementation of a reading program in 150 schools in the Northern corridor, 50 schools in the Saint-Marc corridor, and 100 in Port-au-Prince corridor. The ToTAL project is also helping the communities of a subset of 50 schools in the Northern corridor and 25 schools in the Saint-Marc corridor to organize out-of-school reading activities, thereby incorporating a community component into the experimental approach.

**The project's success depends, in part, on the identification and involvement of potential partners in each of the corridors.** For maximum success, work must be done in close collaboration with the teaching establishments, the organizations, and the major players in each of the targeted geographic areas. Furthermore, as USAID and the MENFP are planning to eventually implement the program on a larger scale, it will be useful to create a database of potential partners and key individuals who might support and contribute to these efforts.

## 2.3 Goals of the Initial Survey

The survey used for the initial version of this report identified Haitian organizations that could serve as implementation partners through their technical skills, networks, organizational capacity, or track records on past projects, as well as individuals from within the three project corridors who are active in the field of education.

In addition, a database was designed to capture survey results and to serve as an ongoing repository of new information; its development consisted of the following steps:

- Creating an information database with the project's initial contacts, including the names and contact details for identified offices, institutions, organizations, and individuals, along with any other information relating to the type and scope of their activities and their presence in the relevant geographic areas;
- Entering into the database additional information obtained during the field surveys performed at the offices of potential partners, institutions, organizations, and individuals;
- Producing a summary report on the information obtained and the salient facts regarding the offices, institutions, organizations, and individuals identified as the most capable, willing, and best-placed to work with ToTAL;

- Using the database to produce a brief overview of potential partners (organizations, institutions, and individuals) and to develop recommendations on how to implement reading programs;
- Describing the contents of the database and providing instructions and a user, update, and maintenance plan for the duration of the project; and
- Providing final updates, analysis, and reflection based on two years of implementation that could be used to inform future early grade reading programs.

## 2.4 Initial Methodology

The work methodology implemented for the initial version of this report was based primarily on the use of existing documentary sources and field surveys.

### 2.4.1 Document analysis

The consultant made use of available secondary data, assessment reports, and directories from American Institutes for Research (AIR) and from civil society organizations working in Haiti's education sector. The recently created *Consortium des Organisations du Secteur Privé de l'Éducation* (COSPE)<sup>2</sup> directory, the MENFP Operational Plan, and the *Groupe Technique de Travail en Éducation et Formation* (GTEF) report were all put to use for this purpose.

### 2.4.2 Field surveys

The scope of the area of intervention includes the three corridors of Nord, Ouest, and Saint-Marc, covering approximately one dozen municipalities. Each municipality was explored in order to identify potential sources of information.

Given the broad scope of the work to be performed in this vast area, RTI applied a methodological approach that balanced the concern for accurate information (by going directly to the field to meet with the stakeholders) with the need for rapid responses in real time. In this way, RTI also endeavored to find the best possible combination of rigorous quantitative survey processes (to generate reliable outputs) and mixed processes that are qualitative and quantitative but also fast.

### 2.4.3 Implementation schedule

The schedule for application of the selected approach and completion of all of the tasks defined for this assessment hinged on an intervention plan staggered over a total period of 57 calendar days and containing the following five key phases:

- 1) A launch phase, equivalent to a period of three business days;
- 2) A review of existing documentation, collection of information from Port-au-Prince, and construction of the initial database architecture, equivalent to six business days;

<sup>2</sup> "COPSE is a confederation of groups of institutions and organizations that provide educational services to the Haitian private sector to increase the participation of networks from the non-public sector in defining and implementing public policy in the education field" (from COPSE bylaws).

- 3) Development of the survey and information-gathering tools for the field, staggered over a period of three and a half weeks, but equivalent to 15 business days;
- 4) A data entry, processing, and analysis phase, extending over three and a half weeks, equivalent to 15 business days; and
- 5) A phase for the development and validation of the preliminary report, preparation of the final report, and communication of the results, lasting approximately three weeks, equivalent to 15 business days.
- 6) Finally, the report was revised in June 2014 to add information and lessons learned from implementing Project ToTAL during the past two school years.

#### **2.4.4 Information-gathering tools**

To avoid any reticence among the partners, who might otherwise perceive this mapping as an assessment of their administrative and financial management capacities, the assessment of partner organizations' capacities was performed using a very simple information chart (provided in Appendix II of this report). The consultant based this chart on USAID's Organizational Capacity Assessment tools.

The organizations were classified into two main categories: public organizations (such as EFACAP and regional universities) and non-public organizations. The second category comprises five subcategories,<sup>3</sup> making it possible to assess the capacities of the organizations in question. The assessment tool calculated a score out of a total of 100 points, and using this tool the organizations were rated as follows:

1. **Very weak organizations:** organizations that have not yet received legal recognition and have neither administrative nor accounting procedures, nor any structures for conducting educational projects;
2. **Weak organizations:** organizations that have sporadically implemented a number of small educational projects but that have neither a permanent staff nor a very solid structure, but that do have State recognition;
3. **Strong organizations:** organizations with a staff that performs interventions in education, that have a viable structure and well-established procedures, and that maintain relationships with other organizations in the community; and
4. **Very strong organizations:** organizations with other partners under their responsibility (which they finance) that have sufficient resources for implementing an educational project and that are equipped with a solid, reliable accounting and administrative structure.

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<sup>3</sup> International organizations, national networks of organizations, charities, trade unions, and school and university management associations.

#### **2.4.5 Other information sources: meetings**

RTI met with multiple organizations and institutions to launch the information-gathering process. The approach consisted of explaining the work to be performed and then collecting those institutions' opinions of their own capacities and potential.

Meetings were also held in which RTI explained the merits of this work, given that UNICEF was currently conducting a study of partners that used different methods of teaching reading across the country.

Documentary research allowed the development of an initial theoretical database for the three corridors. This information served as the basis for the mapping work. This initial documentation work yielded a list of 90 organizations in Artibonite, around 40 in Nord, and 29 in Nord-Est and 76 in Ouest, for a total of 235 organizations. Additional fieldwork conducted over the course of the project yielded an additional 15 organizations including 13 based in the Ouest and two Haitian diaspora organizations based in the United States but serving Haiti.

### **2.5 Capture of Additional Organizations**

The report is also informed by extensive meetings with partner organizations including FONHEP, CEEC, IFOS, Lions Club International Haiti, and J/P Haitian Relief Organization (J/P HRO) that took place during the 2012-2013 and 2013-2014 school years.

## **3 General Points**

This section includes a brief description of Haiti and its educational system to provide a better understanding of the nature and scope of the challenges and issues facing the country and, in this way, to enable evaluation of proposals relating to new prospects for strengthening reading skills in Haiti.

### **3.1 Background**

The Republic of Haiti is located in the Caribbean Basin and covers one-half of the island it shares with the Dominican Republic, to the east. A mountainous country,<sup>4</sup> it is bounded by the Atlantic Ocean to the north and the Caribbean Sea to the south. It is separated from Cuba by the Windward Passage to the northwest, and to the southwest lies the Jamaica Channel.

Haiti has a total area of 27,750 km<sup>2</sup>. The entire country is marked by an uneven relief of mountain ranges. Approximately 60% of the land is sloped at a gradient in excess of 20%. With its tropical climate, the country has a rainy season running from May to November, characterized by torrential rains and powerful, often destructive, tropical storms during the autumn hurricane season. Due to the exploitation of forests, plant cover has declined dramatically over the past few decades. According to the Enquête Mortalité, Mobilité et Utilisation des services (EMMUS) IV

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<sup>4</sup> Haiti's mountains occupy approximately 80% of the land.

report, plant cover is estimated to make up just 2% of the land area.<sup>5</sup> The nation faces high risk of damage to property and loss of life due to hurricanes and other natural and manmade disasters. Environmental degradation, deforestation, and accelerated soil erosion pose a threat to water resources and agricultural productivity, increasing the country's vulnerability to both natural and man-made disasters. These disasters compound the impact of poverty and contribute to further dependency on international organizations, donor nations, and the Haitian diaspora.

The country is situated on two main seismic faults, and the corresponding environmental threats are enormous, according to the seismic hazard map.<sup>6</sup> In the event of a large earthquake, it is estimated that only the center of the country would be spared. "We are building our own tomb," wrote Hugo Merveille in July 2004. Engineer Claude Prépetit warned, "After Fonds-Verrettes and Mapou, several other parts of the country are likely to be hit by a disaster."<sup>7</sup>

In 2009, the Institut Haïtien de Statistique et d'Informatique (IHSI)<sup>8</sup> reported a population in Haiti of 9,923,243 people, with 4,912,513 males and 5,010,730 females. The adult population (aged 18 and over) is estimated at 5,639,026 inhabitants. In general, Ouest is the most populous department,<sup>9</sup> followed by Artibonite. The country's demographic density remains one of the highest in the Americas. In 2003, the IHSI<sup>10</sup> quoted 301 inhabitants per square kilometer, increasing to as high as 375 inhabitants per square kilometer in the metropolitan zone of Port-au-Prince, where, in certain underprivileged districts,<sup>11</sup> as many as 20,000 inhabitants can be found per square kilometer. As a result, overcrowding is unavoidable. Furthermore, in economic terms, Haiti is characterized by a substantial income gap between the poor majority (80% of the population lives on less than US\$1 per day<sup>12</sup>) and the wealthy minority. Poverty is particularly acute in the Haitian countryside.

### 3.2 Use of Two Languages in Haiti

According to the Constitution of March 1987, Haitian Creole and French are recognized as the two official languages of Haiti. The status of French in the jurisdiction of the Haitian speakers

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<sup>5</sup> Institut Haïtien de l'Enfance (IHE) et MEASURE DHS ICF International. (Septembre 2012) Enquête Mortalité, Morbidité et Utilisation des Services EMMUS-V HAITI 2012. Rapport Préliminaire. <http://mspp.gouv.ht/site/downloads/Rapport%20preliminaire%20final%20EMMUS-V.pdf>

<sup>6</sup> C. PREPETIT « menace sismique en Haïti Hier, aujourd'hui et demain » Edition de l'Université d'État d'Haïti (2011)

<sup>7</sup> C. Prépetit, "Menace sismique en Haïti Hier, aujourd'hui et demain" [Seismic Threats in Haiti: Past, Present, and Future], Editions de l'Université d'État d'Haïti, 2011.

<sup>8</sup> IHSI, "Population totale, population de 18 ans et plus ménages et densités estimés en 2009" [Total population, adult population households, and densities estimated in 2009].

<sup>9</sup> Taking into account the annual growth rate of 2.2%, cited by MMUSS IV, 2007.

<sup>10</sup> The latest General Census of Population and Housing (GCPH) taken by the Haitian Institute of Statistics and Data Processing (IHSI 2003)

<sup>11</sup> In his 2005 doctoral thesis, Jean Goulet counted more than 300 underprivileged districts in Haiti's Ouest metropolitan area.

<sup>12</sup> E.A. Bernadin. (1995). *L'Espace Caraïbes dans l'évolution économique des Grandes Antilles de 1950 à nos jours* [The Caribbean in the Economic Evolution of the Greater Antilles from 1950 to the Present], Editions des Antilles S.A.

remains a topic of discussion in some circles, but the *Groupe de Travail en Education et de Formation* (GTEF) report proposes that the use of two languages contributes cultural richness.<sup>13</sup>

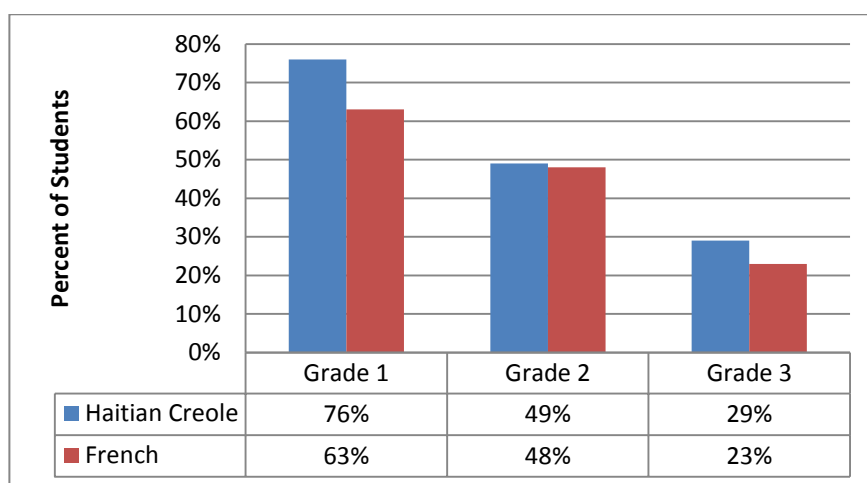
*“Historically and geographically, Haiti is at the crossroads of several cultures, which have helped to give it its special identity, rooted in ancestral Africa, exposed to the French language, and open to the Americas, particular the Caribbean and Latin America. Haitian schools must make these values accessible to future citizens and must, in this way, fully embrace their mission of helping to build a Haitian society that is culturally strong, diversified, open to the world, and perfectly integrated with its region.”*

The report further recommends that Creole should be the primary language of learning for the first two years of primary schools and that schools should teach in both official languages by the end of the second year.

The use of two official languages in Haiti—with one more highly codified and used in formal settings and another, similar language that is less codified and used more in the vernacular<sup>14</sup>—is not without challenges, however. Particularly in education, the need to guide the language of instruction and the language in which books are written is essential to promote student reading in both languages. Unfortunately, a recent assessment of basic skills in reading shows that students in the first three years of primary education struggle to learn to read, which limits their ability to read with comprehension as they move into higher grades.

Figure 1 shows the percentages of students in Grades 1 through 3 who, when tested in a World Bank-funded administration of EGRA in 2008-2009, were unable to read in Haitian Creole and French.

**Figure 1: Students Unable to Read in Haitian Creole and French**



<sup>13</sup> Groupe de Travail Sur L'Éducation et La Formation. Pour Un Pacte National Sur L'Education en Haiti. Rapport au Président de la République. Port-Au-Prince, Haiti. August 2010.

<sup>14</sup> A situation often referred to by linguistics as diglossia.

In Grade 1, 76% of students were not able to accurately read even one word of connected text in their mother tongue of Creole; 63% were unable to accurately read a single word in French. Performance improved in Grades 2 and 3, but even in Grade 3, 29% of students were unable to accurately read even one word in Creole, and 23% were unable to read even one word in French. These findings indicate deficiencies in the Haitian education system for reading development in both languages and a need to ensure that Creole reading is taught to students both more effectively and in a way that fosters the transfer of knowledge to French:

*“Les activités pédagogiques dans les salles de classe en Haïti doivent être repensées en tenant compte non seulement de la langue qui constitue la vraie langue première des Haïtiens, le créole, mais aussi du rôle que devra jouer le français dans la situation sociolinguistique d’Haïti, puisqu’il est hors de question que le français soit abandonné en Haïti”* (Hugues St Fort, *Haitian Times*, New York, 20 January 2012).

### **3.3 Organization of the Haitian Educational System**

The Haitian educational system hinges on two main sub-systems: a formal sub-system and an informal sub-system. With regard to the management of establishments, the educational system comprises two sectors: the public sector and the non-public sector.

#### **3.3.1 Sub-systems**

##### **Formal**

The formal sub-system has four levels: (i) preschool education; (ii) primary education; (iii) secondary education; and (iv) higher education. In addition to these four levels, there is also technical and vocational education (with its own special status). The informal sub-system includes literacy and post-literacy education. A description of each education level follows:

- **Preschool education**, which targets children aged three to five, aims at early learning and the emotional, physical, and social stimulation of the child; it is not mandatory.
- **Primary education**, organized in three cycles over a total of nine academic years, is intended for children aged 6 to 14. The current Haitian Constitution of March 1987 makes the first two cycles (basic education) free and mandatory. In practice, however, (i) educational establishments (regardless of the level) are not free, and (ii) the vast majority of primary schools include only the first two cycles of this level of education.
- **Secondary education** spans four years and prepares students for higher education. After a final examination, its teachings lead to classic secondary education certificates (first and second parts). In practice, the third primary school cycle remains attached to high schools, which prepare students for higher education. The stated objectives at this level are to develop the crucial qualifications for exercising a production activity and for preparing for access to higher and university education. There are three possible courses

of study: a general course, a teaching course, and a technical, vocational course. Completion is recognized by the award of a baccalaureate diploma (Bac II).

- **Higher education** includes both university and non-university education. University education is provided at a university or another similar establishment accredited by the State. Non-university higher education is primarily practical in its orientation and, in theory, aims to develop students' capacities so that they will easily be able to join the job market. Access to higher university and non-university education is subject to possession of a Bac II or equivalent.
- **Technical and vocational training** prepares students to work in any of a variety of domains or to proceed to higher education. Its length depends on the course of study selected. This training is provided on two networks: (i) a structured network, through vocational training centers and establishments; and (ii) an unstructured network, through a system of apprenticeships.
  - There are five categories of establishments in the **structured network**: (1) technical education establishments, requiring at least nine years of prior schooling; (2) vocational education establishments, requiring at least seven years of prior schooling to receive what is essentially hands-on training; (3) agricultural training establishments, requiring at least 10 years of prior schooling to become an agricultural technician; (4) home economics centers, requiring at least seven years of prior schooling; and (5) vocational training centers, requiring basic literacy to become a semi-skilled worker. Students have access to the different categories, depending on the number of years of schooling they have completed.
  - Within the system of apprenticeships on the **unstructured network** (about which very little information is available), on-the-job training is offered with a “boss/trainer” or an employer.

### Informal sub-system

The informal sub-system includes informal education, basic literacy education, and post-literacy education:

- **Informal education** operates in the form of night classes for children who have dropped out or have never been enrolled in school and who are typically in difficult situations or socioeconomically marginalized, paradoxically on the basis of the formal system's programs. It is managed by an entity attached to the MENFP's DEF.
- **Basic literacy education** aims to teach students reading, writing, and arithmetic.
- **Literacy campaigns** are conducted by both the public entity in charge of the sub-sector—currently the Office of the Secretary of State for Literacy—and non-public and private operators (i.e., NGOs). The training they provide is typically given by instructors (who are often volunteers) in Creole, in a variety of makeshift premises (schools, churches, etc.), either in the classroom or over the radio.

### 3.3.2 Sectors

#### Public sector

The public sector includes (1) public schools that are wholly funded and directly managed by MENFP, and (2) parochial schools, a portion of whose funding is provided by the State, which pays the teachers' salaries, but which are managed and administrated by a religious congregation. Although these are placed under the banner of public schools, the population tends to perceive them as private schools, due to their highly selective admissions process, the special conditions of academic success required of their students, the important role of religious activities, and the elevated tuition fees that are often applied.

#### Non-public sector

The non-public sector includes schools that are mostly financed by non-state funds. Given the difficulty of categorizing them in a satisfactory manner, new concepts have emerged to differentiate between them, such as “non-public, for-profit schools” and “non-public, non-profit schools.” The former are schools financed by private funding and managed by individuals who endeavor, more or less successfully, to combine a concern for providing a service with an interest in financial profitability. The latter tend to be much more community-oriented. They include municipal schools and community schools, supported by NGOs or associations, presbyteral schools, and mission schools (Baptist, Protestant, Adventist, Pentecostal, etc.).

As a whole, the Haitian educational system is characterized by: (i) an insufficient and inequitably distributed school system, heavily dominated by private establishments; (ii) poor quality of the education offered and low internal effectiveness, resulting in very low academic success rates and relatively high repeat and drop-out rates; and (iii) weak governance of the educational system, preventing the MENFP from effectively performing its main regulatory, planning, and steering functions. The mass destruction of scholastic and administrative infrastructure (including the Ministry's central building) and the losses of property and human life caused by the devastating earthquake of January 12, 2010, have magnified the situation, with the resulting risk of an increase in the number of school-age children falling outside the system (approximately 500,000).

## 4 Status and Capacities of Organizations

### 4.1 Presentation of the School System in the Project Corridors<sup>15</sup>

The Haitian school system includes an estimated 16,072 primary schools,<sup>16</sup> from preschool to high school. Table 1 provides a view of the distribution of these schools in the four scholastic departments included in the ToTAL project.

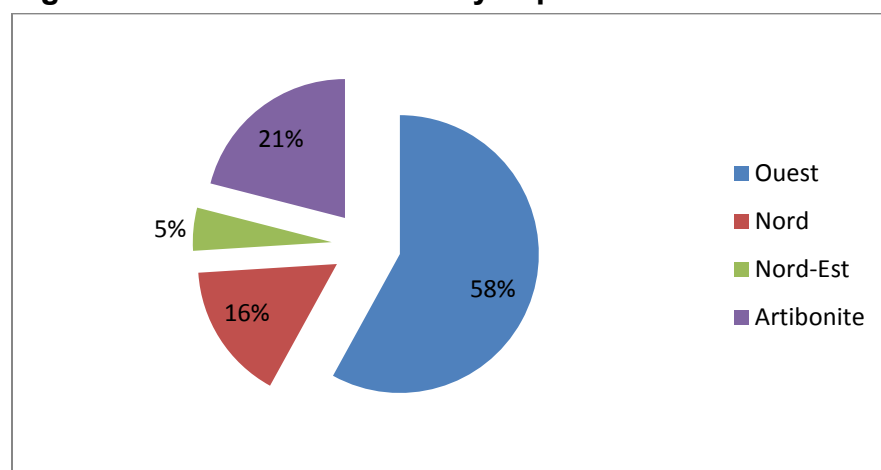
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<sup>15</sup> Where noted, information regarding those organizations that were surveyed for the initial version of this report has been updated; otherwise, it can be assumed that information for such organizations is current as of the date of that initial fieldwork.

**Table 1: Breakdown of schools in the project, by scholastic department**

| Department   | One-Level Schools |                          |                      |              | Two-Level Schools |                                   |              | Comprehensive Schools<br><br>Preschool, Prim. (First and Second), and Sec. | Total         |
|--------------|-------------------|--------------------------|----------------------|--------------|-------------------|-----------------------------------|--------------|--|---------------|
|              | Preschools        | Prim. (First and Second) | Third Cycle and Sec. | Total        | Preschools        | Prim. (First and Second) and Sec. | Total        |  |               |
| Ouest        | 589               | 1,126                    | 523                  | 2,238        | 2,515             | 495                               | 3,010        | 740  | 5,988         |
| Nord         | 198               | 582                      | 136                  | 916          | 611               | 75                                | 686          | 71   | 1,673         |
| Nord-Est     | 60                | 156                      | 42                   | 258          | 235               | 18                                | 253          | 31   | 542           |
| Artibonite   | 57                | 434                      | 115                  | 606          | 1,270             | 104                               | 1,374        | 177  | 2,157         |
| <b>Total</b> | <b>904</b>        | <b>2,298</b>             | <b>816</b>           | <b>4,018</b> | <b>4,631</b>      | <b>692</b>                        | <b>5,323</b> | <b>1,019</b>   | <b>10,360</b> |

In the four departments involved in the ToTAL project, there are 10,360 schools, representing 64% of all schools nationwide (Table 1).

**Figure 2. Number of schools by department**

As indicated in Figure 2, the majority of schools (58%) are located in the Ouest department. Artibonite has 2,157 schools or 21% of the 10,360 in the four departments. Nord has only 16%, while Nord-Est has 5% of the corridors' schools, for a total of 542 schools.

<sup>16</sup> According to the DPCE (2012), approximately 88% are non-public schools, compared to just 12% public schools. More than half of the country's establishments (56%) are in rural areas.

## 4.2 Presentation of the Data Collected from the Organizations

A total of 250 organizations were identified, including EFACAP structures, primary teacher training schools, and national and international organizations. However, because some organizations did not answer all of the survey questions, the values in each table in this report may not sum to this total.

### 4.2.1 State partners

Meetings were held with representatives from the MENFP's technical directorates (*Direction d'Appui à l'Enseignement Privé et au Partenariat* [DAEPP], *Direction de l'Enseignement Fondamental* [DEF], *Department de Curriculum et de Qualité* [DCQ], and *Direction de la Formation et du Perfectionnement* [DFP]), as well as with the lead inspectors for the five Bureau de District Scolaire (BDS) and 15 area inspectors. The two leaders of the DFP and the DEF assumed their positions only two months prior. Additionally, in spring 2013, a new Director General and his deputy had just been established in their roles.

As a whole, the managers at the MENFP were familiar with the project by spring 2013. However, because of the staffing changes that had just occurred among the heads of the MENFP technical directorates, the ToTAL project's leadership were required to give new presentations to the Ministry's managers, to ensure that the technical directorates were on board with the project.

The MENFP departmental directors and inspectors were prepared to contribute to helping the project move forward. ToTAL undoubtedly must rely on these local structures to extend its actions to other municipalities in the three corridors. With weak inspectorships, however, this aim could be difficult to achieve.

Since this report was initially submitted, there has been robust MENFP participation in and support to Project ToTAL, particularly from the DEF, DCQ, and PDCL. Project ToTAL benefited from close coordination and partnership between RTI and the MENFP at the national level as well at the departmental level in the North. During the 2013-2014 school year, MENFP representatives were very closely involved in Project ToTAL all major aspects of program implementation including curriculum development – from planning to development to finalization, to training, to support to teachers in the form of classroom visits by Inspectors. Through working closely with the MENFP on the Grade 1 and Grade 2 curriculum materials, RTI found that select members of the DEF, the PDCL, and the office of the Director General are well-versed in curriculum development and stand ready to become immersed in and to add significant value to any curriculum development process.

From a research perspective, MENFP officials participated in both the baseline and endline EGRA training, made supervisory visits to EGRA assessment sites, and conducted a parallel endline EGRA in spring 2014. Some MENFP officials who participated in the ToTAL EGRA reported having participated in training or implementation of EGRAs for previous USAID partners. As a result, the MENFP is developing a corps of staff, particularly in the DEF and DCQ, who are increasingly well versed in EGRA concepts, administration, and data capture

technology. Future partners should leverage and build upon this emerging strength of the MENFP by ensuring that they participate in further EGRAs to the greatest extent possible.

### **MENFP General Directorate**

The Director General of the MENFP understood the project, having already attended a number of meetings about the project. A recommendation of the initial Capacity Mapping Report was to ensure that there is a manager at the MENFP General Directorate who can act as a liaison with ToTAL's leadership.

During project implementation, the Director of the DEF served as the liaison between the MENFP and Project ToTAL. The DEF is well placed to serve in this role from a strategic perspective because it is a large, powerful Directorate that is focused on primary education and has systems in place to collaborate closely with the Director General as well as the other directorates involved in early grade reading such as the DCQ, DAEPP, and the DFP.

### **MENFP Technical Directorates**

More than three years after the earthquake that devastated Haiti, the situation at the central MENFP offices has changed very little. In addition to an unfavorable physical work environment due to the use of temporary buildings post-earthquake, the technical directorates were observed to not have operating budgets and were not yet in control of the Ministry's Operational Plan, the reference document for the different actions planned by the MENFP.

### **Directions Départementales d'Education**

The MENFP's Departmental Directors and inspectors interviewed for the survey have been very enthusiastic and prepared to contribute to the project's success. They early on raised the issue of their limited material and financial resources and of the constraints in finding means of transportation to monitor actions in the field. Decentralized school support capacity was in general fairly limited, not only by the resource constraints referred to here, but also by an institutional environment that neither encourages inspectors nor holds them accountable for providing useful services to schools. The system, in fact, has no means for monitoring the provision of pedagogical and administrative support to schools.

In the project's four departments of intervention, there were in early 2013 43 lead inspectors running 43 BDS and 198 area inspectors (Table 2). The staff of inspectors should be replenished, as more than one-third of them were scheduled to retire in the near future. In some ways, this could represent an opportunity to work with the MENFP to recruit and appropriately train a new cadre of inspectors and to put in place for them the appropriate organizational environment that will enable them to more regularly provide effective school support services.

**Table 2: Number of inspectors and schools, by department**

| Department   | Number of Inspectors and Schools |                 |                 |                                      |
|--------------|----------------------------------|-----------------|-----------------|--------------------------------------|
|              | Schools                          | Area Inspectors | Lead Inspectors | Average No. of Schools per Inspector |
| Ouest        | 5,988                            | 70              | 15              | 86                                   |
| Artibonite   | 2,157                            | 55              | 11              | 39                                   |
| Nord-Est     | 542                              | 17              | 4               | 32                                   |
| Nord         | 1,673                            | 56              | 13              | 30                                   |
| <b>Total</b> | <b>10,360</b>                    | <b>198</b>      | <b>43</b>       |                                      |

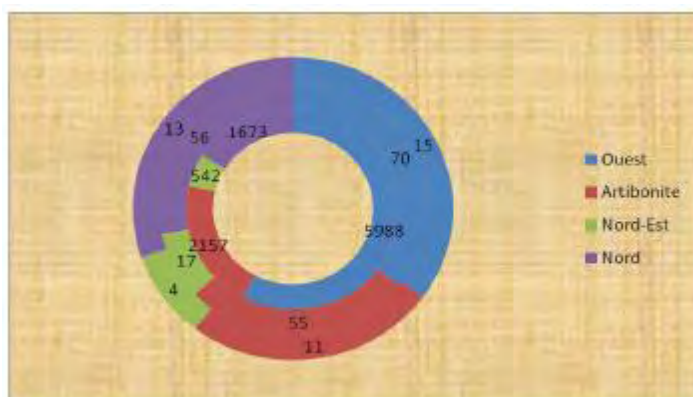
In Ouest, the largest department in terms of population size and number of schools, each area inspector was responsible for more than 85 schools on average, whereas in Nord, each area inspector managed an average of 30 schools.

For Nord-Est, a very important department for ToTAL project implementation, the inspectorship situation has been particularly troubling. Of the 16 area inspectors, as of early 2013 one was planning to retire, two were to be transferred for administrative reasons, and two others were being called back to the BDSs for administrative faults. The department at that time had an average of 20 schools per inspector, but the inspectors were not evenly allocated across zones; for example, the area inspector for Trou-du-Nord handled more than 60 schools. Figure 3 further illustrates the unequal distribution of inspectors by department.

By June 2014, however, Project ToTAL had established a very strong working relationship with the DDE for the Nord-Est based in Fort-Liberté as well as with the senior inspectors that support the DDE, particularly in Fort-Liberté and Trou-du-Nord. The DDE for the Nord-Est is now used to working in close coordination and partnership with the ToTAL team and is eager to continue to do so with future implementing partners of USAID.

The DDE of the Nord-Est and his staff have supported and participated in all project initiatives and have also acknowledged that, in the long term, school improvement programs will need to allow and support the MENFP Inspectors to do the school-based monitoring of teachers. While many obstacles to widespread inspector-based monitoring currently exist, including a very high ratio of schools to Inspectors, a need for additional Inspector capacity building, and insufficient logistical support, these are challenges that can and must be addressed to create sustainable, long-term MENFP capacity to ensure and to improve educational quality.

**Figure 3: Mapping of schools, area inspectors, and lead inspectors by department**



Note: The inner circle represents the numbers of schools, the middle circle represents area inspectors, and the outer circle represents lead inspectors.

### EFACAPs in the project's intervention corridors

The École Fondamentale d'Application, Centre d'Appui Pédagogique (EFACAP) are organizations that exist in all departments (Table 3) and that might be able to help expand the project. EFACAPs could be empowered by a new program based on the promising World Bank-funded *Formation Initiale Accélérée* (FIA) program of accelerated pre-service teacher training that is now suspended. For the 2013–2014 academic year, the DDE intended to add a line in its budget for EFACAP operations. However, in practice, EFACAPs received the same amount of money as regular public schools. Increased, targeted budgetary support is required to to revitalize EFACAPs, because, after the withdrawal of the technical and financial partners that helped to set up the EFACAP, the structures have become less effective.

As RTI found through implementing the training components of Project ToTAL, the EFACAPs remain recognized by educators and provide an important structure through which to convene teachers and school leadership. This long established reputation is something that the future partners could build upon and suggests that reinforcement of the EFACAPs should be considered in any future initiatives to strengthen the public education system in Haiti. The structure's Educational Support Centers must continue to serve as a venue for training and reading activities.

**Table 3: EFACAP distribution in the project departments**

| EFACAP   |           |
|--|-----------|
| Department   | Number    |
| Ouest (Thomazeau and Kenscoff)   | 2         |
| Artibonite (St Marc, Gonaives, Gros Morne, Ennery and St Michel de l'Attalaye) | 5         |
| Nord (Limbe, Cap Haitien, Limonade, St Raphael and Grande Riviere du Nord)     | 5         |
| Nord-Est (Fort Liberte and Ouanaminthe)  | 2         |
| <b>Total</b>   | <b>14</b> |

#### **Primary School Training Center in Port-au-Prince**

At present, there is only one public continuous learning center for basic educational staff in the country. The Centre de Formation des Cadres en Éducation (CFEF),<sup>17</sup> a training center for basic education, is a post-secondary institution created to offer pre-service training for teachers at all three levels of basic education, as well as for school principals and academic advisors. The PSTC runs a three-year training program encompassing 76 modules. At the time of the survey, the Director of the CFEF was the Director of the DEF, while the Director of the *Centre de Formation des Cadres en Éducation* (CFCE) had been promoted to Director of the DFP. Unfortunately, the CFEF is housed in Martissant, in a location that is difficult to access, is not entirely safe, and is often unsanitary. There is potential for it to be used as a reading and cultural center, if it could be appropriately renovated.

The *Service d'Appui Pédagogique* (SAP), which included two members and one coordinator as of 2013, is a technical arm of the DFP at the departmental level. Within each department (or region), only these three people were supposed to provide educational support services to all the schools. This structure, whose attachment to the MENFP had not yet been clearly defined, would be seriously over-stretched if they were expected to provide direct services to schools. But they could act as trainers of trainers or as supervisors/monitors of training sessions for reading teachers.

#### **4.2.2 Networked programs, organizations and other structures**

##### **Plateforme de Développement des Compétences en Lecture (PDCL)**

This structure brings together the MENFP's technical offices and the government's main technical and financial partners to coordinate and standardize their efforts in support of the

<sup>17</sup> According to DeStefano, J. *Capacity assessment report, USAID, ToTAL project*, September 2012

national program to improve reading proficiency. The *Plateforme de Développement des Compétences en Lecture* (PDCL) had just appointed a coordinator at the time of the May 2013 capacity mapping survey,<sup>18</sup> who was housed at ToTAL's office. This is a vital structure for the future expansion of the project. To play a leadership role in this unit, ToTAL must help it do the following:

- Build the institutional capacities that will be necessary to program design;
- Communicate effectively, both internally and externally; and
- Validate and assess the implementation of interventions.

By the June 2014, the PDCL was in transition. While the MENFP, and particularly the DEF, views the PDCL as highly valuable and had been working with the PDCL coordinator to develop and implement an expansion plan that would including hiring additional staff and increased activity in support of the PDCL mandate, unforeseen funding difficulties have caused these plans to be put on hold. The PDCL Coordinator continues to be active within the MENFP, working quite closely with the DEF, as well as working in close coordination and partnership with Project ToTAL. It is the hope of Project ToTAL that the current funding challenges will be quickly resolved and that the innovative, newly formed PDCL will receive the support that it needs to achieve its potential as an organization.

#### **Le Cadre de Liaison Inter ONG (CLIO)**

*Le Cadre de Liaison Inter ONG* (CLIO) includes an Education Commission composed of Haitian and international non-profit NGOs and associations that have been legally recognized and are active in Haiti's education sector. This commission has more than 40 organizations as its members. Its purpose is to bring together as many varied State-recognized NGOs and associations as possible and to establish partnerships and alliances with other organizations in Haitian society and other international and regional institutions interested in education in Haiti. In accordance with its mission and primary objectives, the CLIO Education Commission placed its priority on the following topics for the 2012–2013 academic year:

1. Education lobbying;
2. Support for the MENFP in implementing the 2010–2015 Operational Plan;
3. Coordination in the event of an education emergency; and
4. The structure of the Education Commission.

CLIO is already a rather important partner for the MENFP, able to act as a liaison between the technical and financial partners and the MENFP General Directorate. Its capacities are related more to communication, advocacy, and coordination than to specific aspects of the technical

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<sup>18</sup> The PDCL's original coordinator was paid under a contract with Save the Children International. Her successor was funded by a contract with MSI through the KONEKTE program. Both officials were based out of the ToTAL project office.

work of improving teaching and learning. The CLIO could be useful when the MENFP decides to expand the ToTAL curriculum to additional schools.<sup>19</sup>

### Formation Initiale Accélérée (FIA)

*Formation Initiale Accélérée* (FIA) was a promising MENFP program, funded by the World Bank. Established in May 2012, FIA was a component of the World Bank's EFA project, and developed teacher training modules covering, among other subjects, French and Creole instruction. FIA is currently suspended. However, a follow-on accelerated pre-service teacher training program based on FIA should use the ToTAL materials for early grade reading as part of its teacher preparation. The ToTAL project could seek to collaborate<sup>20</sup> with EFA coordinators, who operate under the aegis of the MENFP.

## 4.3 Introduction of the Survey to Organizations in the Corridors

A nearly equivalent number of organizations were identified in the Artibonite (90 or 37% of total) and the Ouest departments (89 or 36% of total). For the north, 40 organizations were identified compared with 29 in the Nord-Est (Table 4).

### 4.3.1 Organizational profile

#### Level of nationwide influence

In this report, organizations are divided among four of the country's scholastic departments (Table 4). Organizations active in both rural and urban areas are assigned to one or the other based on an assessment of areas of greatest activity.

**Table 4: Distribution of organizations by department and by area of intervention**

| Department   | Organization's Area of Intervention |             |           |             | Total      | Percent     |
|--------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
|              | Urban                               | Percent     | Rural     | Percent     |            |             |
| Artibonite   | 66                                  | 38%         | 24        | 33%         | 90         | 37%         |
| Ouest        | 74                                  | 43%         | 15        | 21%         | 89         | 36%         |
| Nord-Est     | 16                                  | 9%          | 11        | 15%         | 27         | 11%         |
| Nord         | 18                                  | 10%         | 22        | 31%         | 40         | 16%         |
| <b>Total</b> | <b>174</b>                          | <b>100%</b> | <b>72</b> | <b>100%</b> | <b>246</b> | <b>100%</b> |

<sup>19</sup> RTI used this approach because it is not only a methodology, but also another way of looking at reading by involving parents and the community.

<sup>20</sup> This collaboration could take on a variety of forms, including discussions of previously developed modules, identification of corridor schools where teacher training students are working, and organization of training sessions on the book *Map li nèt ale* for FIA students, among others.

As of early 2013, Artibonite had a very high concentration of organizations active in urban areas (Table 5); this is likely to remain true as of the writing of this revised report.

**Table 5: Rural Versus Urban Focus, by department**

| Department   | Urban Area |            | Rural Area |            | Total      |
|--------------|------------|------------|------------|------------|------------|
|              | Number     | Percent    | Number     | Percent    |            |
| Artibonite   | 66         | 73%        | 24         | 27%        | 90         |
| Ouest        | 74         | 83%        | 15         | 17%        | 89         |
| Nord-Est     | 16         | 59%        | 11         | 41%        | 27         |
| Nord         | 18         | 45%        | 22         | 55%        | 40         |
| <b>Total</b> | <b>174</b> | <b>70%</b> | <b>72</b>  | <b>30%</b> | <b>246</b> |

This distribution shows that organizations in the Ouest and the Artibonite are particularly active in urban environments, unlike those in Nord and Nord-Est. Therefore, it might be difficult to find partners that effectively provide services to rural teachers in the Ouest and the Artibonite.

#### **4.3.2 At the municipal level**

The initial survey covered 11 municipalities in the Ouest department. Of the 91 organizations identified, 19% were located in Port-au-Prince (Table 6). The municipalities of Cité Soleil and Croix-des-Bouquets each accounted for 13% of those organizations. There were nine organizations in Cabaret (i.e., 10% of the total number). Ganthier had five organizations, including one university. Five organizations were identified in Tabarre.

**Table 6: Distribution of organizations in Ouest, by municipality**

| Ouest Municipalities | Number | Area  |       | Percent |
|----------------------|--------|-------|-------|---------|
|                      |        | Rural | Urban |         |
| Arcahaie             | 5      | 2     | 3     | 5%      |
| Ganthier             | 6      | 4     | 2     | 7%      |
| Cabaret              | 9      | 2     | 7     | 10%     |
| Tabarre              | 5      | 0     | 5     | 5%      |
| Thomazeau            | 2      | 0     | 2     | 3%      |
| Cité Soleil          | 12     | 1     | 11    | 13%     |
| Croix-des-Bouquets   | 12     | 2     | 10    | 13%     |
| Delmas               | 5      | 0     | 2     | 5%      |

| Ouest Municipalities | Number    | Area      |           | Percent     |
|----------------------|-----------|-----------|-----------|-------------|
|                      |           | Rural     | Urban     |             |
| Port-au-Prince       | 17        | 0         | 17        | 19%         |
| Cazeau (a district)  | 1         | 0         | 1         | 1%          |
| Montrouis            | 4         | 2         | 2         | 4%          |
| Pétionville          | 8         | 0         | 8         | 9%          |
| All municipalities   | 5         | 0         | 3         | 5%          |
| <b>Total</b>         | <b>91</b> | <b>13</b> | <b>78</b> | <b>100%</b> |

For the Nord department, most of the organizations were located in Cap-Haïtien (Table 7). Twenty-seven out of 39 organizations (69% of respondents) worked in the municipality of Cap-Haïtien. In Limonade, five organizations were identified: three in Limbé, and just one each in Pilate and Grande-Rivière-du-Nord.

**Table 7: Distribution of organizations in Nord, by municipality**

| Nord Municipalities    | Number    | Area      |           | Percent     |
|------------------------|-----------|-----------|-----------|-------------|
|                        |           | Rural     | Urban     |             |
| Cap-Haïtien            | 27        | 15        | 12        | 69%         |
| Limonade               | 5         | 2         | 3         | 13%         |
| Saint-Raphael          | 1         | 1         | 0         | 3%          |
| Limbé                  | 3         | 1         | 2         | 8%          |
| Grande-Rivière-du-Nord | 2         | 1         | 1         | 5%          |
| Pilate                 | 1         | 1         | 0         | 3%          |
| <b>Total</b>           | <b>39</b> | <b>21</b> | <b>18</b> | <b>100%</b> |

In Artibonite, the majority (54%) of the organizations were concentrated in Saint-Marc (Table 8). The municipality of Gonaïves accounted for only 17% of educational organizations.

**Table 8: Distribution of organizations in Artibonite, by municipality**

| Artibonite Municipalities | Number | Area  |       | Percent |
|---------------------------|--------|-------|-------|---------|
|                           |        | Rural | Urban |         |
| Anse-Rouge                | 3      | 1     | 2     | 3%      |
| Dessalines                | 4      | 4     | 0     | 4%      |

| Artibonite Municipalities | Number    | Area      |           | Percent     |
|---------------------------|-----------|-----------|-----------|-------------|
|                           |           | Rural     | Urban     |             |
| Ennery                    | 1         | 0         | 1         | 1%          |
| Gonaïves                  | 15        | 3         | 12        | 17%         |
| Gros-Mornes               | 6         | 5         | 1         | 7%          |
| L'Estère                  | 3         | 3         | 0         | 3%          |
| Marmelade                 | 1         | 0         | 1         | 1%          |
| Petite-Rivière            | 2         | 2         | 0         | 2%          |
| Saint-Marc                | 49        | 5         | 44        | 54%         |
| Saint-Michel              | 2         | 0         | 2         | 2%          |
| Verrettes                 | 2         | 1         | 1         | 2%          |
| Nationale                 | 2         | 0         | 2         | 2%          |
| <b>Total</b>              | <b>90</b> | <b>24</b> | <b>66</b> | <b>100%</b> |

In the Nord-Est scholastic department, the border towns of Ouanaminthe and Trou-du-Nord contained the highest numbers of organizations (25%), followed by Ferrier with 17% (Table 9). Fort Liberté, the capital of the department, had only two organizations.

**Table 9: Distribution of organizations in Nord-Est, by municipality**

| Nord-Est Municipalities | Number    | Area     |           | Percent     |
|-------------------------|-----------|----------|-----------|-------------|
|                         |           | Rural    | Urban     |             |
| Caracol                 | 1         | 0        | 1         | 4%          |
| Ferrier                 | 4         | 1        | 3         | 17%         |
| Fort Liberté            | 2         | 0        | 2         | 8%          |
| Mont-Organisé           | 1         | 1        | 0         | 4%          |
| Ouanaminthe             | 6         | 3        | 3         | 25%         |
| Sainte-Suzanne          | 2         | 1        | 1         | 8%          |
| Terrier-Rouge           | 2         | 1        | 1         | 4%          |
| Trou-du-Nord            | 6         | 2        | 4         | 25%         |
| Vallière                | 1         | 0        | 1         | 4%          |
| <b>Total</b>            | <b>25</b> | <b>9</b> | <b>16</b> | <b>100%</b> |

### 4.3.3 Characterization of the organizations

#### Types of organizations

For the most part, the identified organizations were non-profits who shared a common goal to improve education (Table 10). These accounted for 81% of the respondents. There were also 11 primary teacher training schools (5%). The percentage of public sector organizations stood at 3%.

However, although the public sector organizations were fewer in number and could benefit from considerable capacity building, they must serve as the foundation of any systemic education improvement project. International and local organizations must partner with departments of the MENFP to help the MENFP to fulfill its mandate in the short term while developing its personnel and scaffolding its growth toward long-term sustainability and increased independence. With appropriate support, the MENFP will play a greater role in the education sector. Private Haitian institutions will always have an important role to play in the Haitian educational system. However, the MENFP must develop the capacity and be given the space to lead the sector, coordinate the different actors, and ensure quality.

Indeed, by June 2014, a central lesson of Project ToTAL is that the MENFP must be empowered, strengthened, and developed so that it can more fully carry out its mandate. During the two school years of Project ToTAL, the MENFP demonstrated both willingness and emerging capacity to play an increased role in, and in time lead, systemic educational improvement programs. While local civil society will always remain important, it is essential for USAID partners to focus on working with the MENFP to build its capacity to carry out education programming including education research, such as the EGRAs, as well as school-based support to and quality assurance of teachers through MENFP Inspectors bearing an increased responsibility for teacher classroom observation coaching visits.

**Table 10: Types of organizations, by area**

| Respondents                      | Number     | Area      |            | Percent     |
|----------------------------------|------------|-----------|------------|-------------|
|                                  |            | Rural     | Urban      |             |
| Primary teacher training schools | 11         | 3         | 8          | 4%          |
| International organizations      | 13         | 6         | 7          | 5%          |
| State organizations              | 6          | 0         | 6          | 2%          |
| School systems                   | 8          | 1         | 7          | 3%          |
| Unions                           | 6          | 1         | 5          | 2%          |
| Universities                     | 5          | 2         | 3          | 2%          |
| Associations                     | 197        | 59        | 138        | 78%         |
| For Profit Businesses            | 5          | 0         | 5          | 2%          |
| <b>Total</b>                     | <b>251</b> | <b>72</b> | <b>179</b> | <b>100%</b> |

### **Organizations' areas of intervention**

The vast majority of organizations (179 out of 251, or 71%) were located in urban areas, and less than one-third of them (29%) were located in rural areas.

### **Organizations' governance and management structures**

For the most part, the organizations defined themselves as community organizations or non-profit charities (Table 11). Respondents from 110 organizations stated that they had a democratic structure, and 76 organizations from both area types were community-structured.

**Table 11: Comparison of management structure and area of intervention**

| Characteristic                      | Organization's Area of Intervention |             |           |             |            |             |
|-------------------------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
|                                     | Urban                               | Percent     | Rural     | Percent     | Total      | Percent     |
| Community                           | 53                                  | 34%         | 23        | 34%         | 76         | 34%         |
| Democratic, with a General Assembly | 79                                  | 51%         | 31        | 46%         | 110        | 49%         |
| Consulting firm managed by an NGO   | 2                                   | 1%          | 1         | 2%          | 3          | 1%          |
| Other                               | 21                                  | 14%         | 13        | 19%         | 34         | 15%         |
| <b>Total</b>                        | <b>155</b>                          | <b>100%</b> | <b>68</b> | <b>100%</b> | <b>223</b> | <b>100%</b> |

Table 11 again shows that most of the surveyed organizations, regardless of type, had predominantly urban areas of intervention. It might have been expected that community organizations would have been more likely associated with rural settings. In an increasingly urbanized country, however, it is positive to see considerable urban presence and urban experience.

#### Legal recognition of the organizations

Most of the surveyed organizations (210 out of 235, or 93%) reported that they were recognized by the state (Table 12). Only 16 of the organizations surveyed (7% of the total organizations) had not yet been recognized. Public structures do not require legal recognition in Haiti. EFACAP were public, whereas the schools that were part of their satellite networks could be either public or non-public and therefore require the MENFP's recognition.

**Table 12: Distribution of organizations, by legal recognition**

| Legal Recognition | Organization's Area of Intervention |             |           |             |            |             |
|-------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
|                   | Urban                               | Percent     | Rural     | Percent     | Total      | Percent     |
| Yes               | 150                                 | 93%         | 63        | 93%         | 213        | 93%         |
| No                | 11                                  | 7%          | 5         | 7%          | 16         | 7%          |
| <b>Total</b>      | <b>161</b>                          | <b>100%</b> | <b>68</b> | <b>100%</b> | <b>229</b> | <b>100%</b> |

In urban areas, 150 out of 161 organizations for which information was available were recognized. In rural environments, 63 of the 68 organizations that answered this question had received recognition. Furthermore, nearly one-third of all organizations, regardless of legal recognition, were located in rural areas.

Generally speaking, organizations obtain their legal recognition either from the town hall or from the Ministry of Social Affairs or any of a number of other bodies. Table 13 shows this distribution by recognition body and area of intervention. As a result, there is wide variation in

what it means, qualitatively, to be a “legally recognized” organization, as well as variation in the relative importance of such recognition to membership, stakeholders, and activities.

**Table 13: Distribution of organizations, by recognition body and by area of intervention**

| Recognition Body           | Organization's Area of Intervention |             |           |             |            |             |
|----------------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
|                            | Urban                               | Percent     | Rural     | Percent     | Total      | Percent     |
| Ministry of Social Affairs | 77                                  | 52%         | 42        | 67%         | 119        | 57%         |
| City Council               | 38                                  | 26%         | 9         | 14%         | 47         | 22%         |
| Ministry of Planning       | 1                                   | 1%          | 2         | 3%          | 3          | 1%          |
| Other                      | 25                                  | 17%         | 9         | 14%         | 34         | 16%         |
| No answer                  | 6                                   | 4%          | 1         | 2%          | 7          | 3%          |
| <b>Total</b>               | <b>147</b>                          | <b>100%</b> | <b>63</b> | <b>100%</b> | <b>210</b> | <b>100%</b> |

The Ministry of Social Affairs was, indisputably, the main recognition body for the surveyed organizations. Only three organizations were recognized by the Ministry of Planning. More than 16% of the organizations chose not to answer this question. For this reason, RTI anticipates that more intensive coordination between the Ministry of Social Affairs and the MENFP will be required in any attempt to build institutional capacity of private local organizations and ensure quality of their programming.

A clear plan must be developed for working with unrecognized organizations to both engage them in system-wide educational initiatives and also put them on a standardized and transparent path to recognition. Criteria for achieving recognition should be based on milestones that directly contribute to the accomplishment of future education initiatives.

Further, the MENFP, Ministry of Social Affairs, and lead actors must develop standardized, transparent, and easy-to-follow policies and guidelines for working with unrecognized organizations. Unrecognized organizations, particularly those focused on poor and marginalized groups, are likely to provide unique perspectives as well as access to underserved populations. As a result, it is important that systemic educational initiatives have a carefully designed strategy to engage, realistically assess capacity, and mobilize unrecognized organizations that are able to contribute. An important part of any systemic capacity building strategy would be a process for unrecognized organizations to obtain official recognition if they meet objective criteria, as well as targeted support for promising organizations that are seeking to develop the official criteria. Organizations that are unregistered, but already providing essential services and demonstrate that they can implement effectively, as well as organizations serving vulnerable or marginalized people (that can competently address and mitigate protection risks) should be prioritized in this process. Clear policy guidelines, rigorous capacity assessments, and careful attention to the incentive structure of partnership documents, combined with context knowledge, are also

necessary to verify that any organizations brought into the network, whether officially recognized or not, are capable of contributing to the project and incented to continue to contribute as the project proceeds.

#### 4.3.4 Analysis of the degree of incorporation of partnerships

##### Relationships with organizations in the area

Overall, approximately 40% of the surveyed organizations had developed a partnership with other organizations in their area of intervention (Table 14). This percentage was slightly higher in rural environments (42%) than urban ones (39%). However, in general, these were not partner relationships but rather relationships based on simple dialogue. Additionally, nearly 18% of the organizations provided support to others, while 14% had not developed any form of relationship with their counterparts.

Further, of organizations that Project ToTAL worked with during the project, Lions Club International Haiti, J/P HRO, IFOS, Concern Worldwide, FONHEP, CEEC, YMCA d'Haïti, Caritas, and CARE all partner with other organizations. While Dr. Lesly Jules firm CLSPRO supports other organizations through providing high quality managerial consulting services.

**Table 14: Relationships between organizations and areas of intervention**

| Relationship Type | Organization's Area of Intervention |             |           |             | Total      | Percent     |
|-------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
|                   | Urban                               | Percent     | Rural     | Percent     |            |             |
| Dialogue only     | 40                                  | 28%         | 13        | 24%         | 53         | 27%         |
| Partnership       | 56                                  | 39%         | 23        | 42%         | 79         | 40%         |
| Support           | 25                                  | 18%         | 10        | 18%         | 35         | 18%         |
| None              | 19                                  | 13%         | 9         | 16%         | 28         | 14%         |
| Other             | 3                                   | 2%          | 0         | 0%          | 3          | 2%          |
| <b>Total</b>      | <b>143</b>                          | <b>100%</b> | <b>55</b> | <b>100%</b> | <b>198</b> | <b>100%</b> |

Almost 36% of the surveyed organizations had excellent relationships with other organizations in their zone (Table 15). This could be of benefit when the time comes to expand the ToTAL program. Further expansion of the program should certainly prioritize support to organizations already coordinating effectively with others active in education. Even more importantly, however, is that the MENFP must be strengthened to serve as a coordinating body in the education sector by taking a lead role in inter-organizational planning, information sharing, and determining roles and areas of responsibility.

**Table 15: Levels of relationships with other educational organizations**

| Relationship Level | Area of Intervention |             |           |             | Total      | Percent     |
|--------------------|----------------------|-------------|-----------|-------------|------------|-------------|
|                    | Urban                | Percent     | Rural     | Percent     |            |             |
| Poor               | 24                   | 15%         | 9         | 15%         | 33         | 15%         |
| Average            | 50                   | 32%         | 16        | 26%         | 66         | 30%         |
| Very good          | 55                   | 35%         | 24        | 39%         | 79         | 36%         |
| Non-existent       | 29                   | 18%         | 13        | 21%         | 42         | 19%         |
| <b>Total</b>       | <b>158</b>           | <b>100%</b> | <b>62</b> | <b>100%</b> | <b>220</b> | <b>100%</b> |

More than a third of organizations, however, had poor or non-existent relationships with other structures. The project could act as a catalyst for the development of relationships between the organizations, by establishing **community reading mobilizers**. Larger organizations must be encouraged and expected to engage in close coordination and partnership with the MENFP. Smaller organizations of more limited capacity could be encouraged to engage through sharing the standardized curriculum and establishing inter-organizational norms such as standing meetings at regular intervals. An important success in Project ToTAL's community mobilization activities came through the contributions of the YMCA youth volunteers to the MENFP's Summer Reading Championship. Along similar lines, volunteers from Lions Club International Haiti organized school-based vision screening and leveraged their connections with medical schools to recruited doctors to conduct the eye exams. In this way, volunteer organizations supported the efforts of the MENFP and Project ToTAL. Future projects should seek opportunities to partner with and promote the involvement of Haitian volunteer-based, civic organizations in community mobilization, enrichment, and cross-sectoral educational support activities. In short, programmatic partnerships with Haitian civic organizations should be encouraged and institutionalized because they can be good for local civil society, for the MENFP, and for project beneficiaries.

#### **Relationship with the MENFP**

A clear demonstration of the need for MENFP to play a greater role in the coordination of organizations in the educational sector is seen in the low percentage (27%) of respondents stating that they had a very good relationship<sup>21</sup> with the MENFP (Table 16). However, nearly half (48%) of the organizations reported having a poor, or even non-existent, relationship with the MENFP, via the DDE. The MENFP, particularly its decentralized structures such as the DDE, must be strengthened to not only interact with, coordinate, and perform quality checks on these organizations, but also mobilize them to better serve students and teachers.

<sup>21</sup> Organizations were asked to characterize the nature of their relationship with the ministry, so the information here is based on how organizations themselves see their interaction with the official governmental authorities in the education sector.

**Table 16: Distribution of organizations, by level of relationship with the Directions Départementales d'Education**

| Relationship Level | Organization's Area of Intervention |             |           |             |            |             |
|--------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
|                    | Urban                               | Percent     | Rural     | Percent     | Total      | Percent     |
| Poor               | 50                                  | 30%         | 15        | 22%         | 65         | 28%         |
| Average            | 37                                  | 22%         | 21        | 31%         | 58         | 25%         |
| Very good          | 40                                  | 25%         | 22        | 32%         | 63         | 27%         |
| Non-existent       | 37                                  | 22%         | 10        | 15%         | 47         | 20%         |
| <b>Total</b>       | <b>165</b>                          | <b>100%</b> | <b>68</b> | <b>100%</b> | <b>233</b> | <b>100%</b> |

### Structures created by the organizations

A total of 153 surveyed organizations—108 of which were urban— reported that they had helped to create educational structures such as education consultation tables (Table 17). Overall, there was no considerable rural or urban divide in terms of quality of relations with the MENFP. However, there is a great deal of work to be done in ensuring that the MENFP becomes a more present and value-added contributor to local organizations. In doing so, the MENFP would be leveraging its “footprint” to increase its ability to make a difference at scale.

**Table 17: Departmental distribution of organizations that helped to set up educational structures, by area of intervention**

| Department   | Urban      |             | Rural     |             | Total      |             |
|--------------|------------|-------------|-----------|-------------|------------|-------------|
|              | Number     | Percent     | Number    | Percent     | Number     | Percent     |
| Artibonite   | 42         | 39%         | 19        | 42%         | 61         | 40%         |
| Ouest        | 50         | 46%         | 11        | 24%         | 61         | 40%         |
| Nord-Est     | 8          | 7%          | 4         | 9%          | 12         | 8%          |
| Nord         | 8          | 7%          | 11        | 24%         | 19         | 12%         |
| <b>Total</b> | <b>108</b> | <b>100%</b> | <b>45</b> | <b>100%</b> | <b>153</b> | <b>100%</b> |

Organizations in Ouest and Artibonite were most often supportive of such initiatives to establish educational structures, and, as can be seen in Table 18, their efforts focused primarily on urban areas. These results are not surprising given the importance of the Port-au-Prince area as the seat of leadership for government and civil society activities in Haiti. However, in line with the broader governmental initiatives supporting decentralization in post-earthquake Haiti, RTI recommends greater focus on ensuring that communities outside of the Port-au-Prince area achieve greater participation in these high-value-added activities.

**Table 18: Distribution of organizations that helped to set up educational structures, by area of intervention**

| Department   | Urban      |            | Rural     |            | Total      |             |
|--------------|------------|------------|-----------|------------|------------|-------------|
|              | Number     | Percent    | Number    | Percent    | Number     | Percent     |
| Artibonite   | 42         | 69%        | 19        | 31%        | 61         | 100%        |
| Ouest        | 50         | 82%        | 11        | 18%        | 61         | 100%        |
| Nord-Est     | 8          | 67%        | 4         | 33%        | 12         | 100%        |
| Nord         | 8          | 42%        | 11        | 58%        | 19         | 100%        |
| <b>Total</b> | <b>108</b> | <b>71%</b> | <b>45</b> | <b>29%</b> | <b>153</b> | <b>100%</b> |

#### 4.3.5 Communication and monitoring and evaluation systems

##### Existence of databases and/or monitoring and evaluation at the organizations

A total of 189 initially surveyed organizations (84%) reported having a monitoring and evaluation system that produces, or could produce, data (Table 19). These were chiefly organizations operating in cities (88%). The survey was not able to verify the nature of the data maintained in each organization's monitoring and evaluation system, so information here is based solely on self-reported capacity.

The evidence gathered by this research clearly demonstrates a high level of awareness of the importance of data among local organizations. However, wide differences in data quality and overall monitoring and evaluation capacity clearly exist between organizations. For this reason, RTI recommends that, as part of its more robust outreach and coordination activities, the MENFP distribute and implement a system of common indicators in education that registered organizations in this sector would be expected to report on regularly.

**Table 19: Departmental distribution of organizations with databases or monitoring and evaluation capacities**

| Department   | Urban      |             | Rural     |             | Total      |             |
|--------------|------------|-------------|-----------|-------------|------------|-------------|
|              | No.        | Percent     | No.       | Percent     | No.        | Percent     |
| Artibonite   | 57         | 41%         | 17        | 35%         | 74         | 39%         |
| Ouest        | 57         | 41%         | 8         | 16%         | 65         | 34%         |
| Nord-Est     | 12         | 9%          | 8         | 16%         | 20         | 11%         |
| Nord         | 14         | 10%         | 16        | 33%         | 30         | 16%         |
| <b>Total</b> | <b>140</b> | <b>100%</b> | <b>49</b> | <b>100%</b> | <b>189</b> | <b>100%</b> |

Most of the organizations in urban as well as rural areas reported having databases or monitoring capacities. The majority of these organizations were in Artibonite and Ouest. Special efforts will undoubtedly be necessary to build the capacities of those in rural areas. As noted above, standardized indicators provided by the MENFP could help both to strengthen and standardize monitoring and evaluation across the sector and to improve coordination between organizations.

With increased access to internet in Haiti via cellular technology, it is an opportune time to implement large-scale, web-based consolidation of standardized assessment, monitoring, and evaluation data. The ToTAL project is currently making increased use of RTI's Tangerine open source electronic data collection software to both simplify and standardize data collection, as well as to provide project management with much more rapid access to data. Further, RTI's Pomegranate application (also open source) allows for capture of monitoring and evaluation data via SMS. In Morocco, Egypt, the Philippines, and elsewhere, RTI has demonstrated that it is possible to use Tangerine for very large-scale assessment of student performance. Government and civil society organizations of a wide range of capacities can be trained to use Tangerine to facilitate the timely, accurate, and large-scale collection of data. Use of standardized indicators across a wide range of organizations allows for increased accountability through transparent comparison of results. For these reasons, RTI strongly recommends an expanded role for electronic data collection software in any future systemic education improvement initiative. However, in October 2013, Project ToTAL tried to implement the Pomegranate system in Haiti and found the cellular available network did not support it consistently. The web-based Tangerine system, on the other hand, worked quite well in Haiti. Future partners, however, should consider both Tangerine and Pomegranate to facilitate access to school-level teacher and student performance data.

### **Radio station audience levels**

Based on the data supplied by the respondents on the stations with the largest audiences, it was determined that the two most popular radio stations are located in Saint-Marc, one of the municipalities with the largest number of organizations (Table 20). Listening patterns varied by department and by the number of organizations there. It is important to note that, by law, radio stations are not allowed to broadcast nationwide. An important partner in any education project is Radio Educative, the station of the MENFP. Radio Educative produces and broadcasts content of the MENFP and its partners. In addition to radio, the MENFP has video production capacity as well. These public relations capabilities are important strengths of the MENFP that must be part of the communications and public relations strategy of any early grade reading project.

**Table 20: Number of radio stations, by municipality**

| Radio Stations |            |             |
|----------------|------------|-------------|
| Station        | Number     | Percent     |
| Caraïbes       | 13         | 12%         |
| Delta          | 21         | 19%         |
| Guinen         | 13         | 12%         |
| Tèt à Tèt      | 44         | 40%         |
| Vision 2000    | 19         | 17%         |
| <b>Total</b>   | <b>110</b> | <b>100%</b> |

Nearly all the radio stations had an online presence, and this online presence provides an important, relatively inexpensive medium for sensitization on and raising awareness about education. Although broadcast radio remains a very important medium to access both rural and urban communities, information from radio websites is also widely shared by Haitians with access to social media. As use of social media increases in Haiti and radio stations remain quite popular, the relationship between the two will only become even more important. In addition to engaging with the radio stations themselves, a wide range of potential partners are available for the development of content promoting education—from musical groups, to authors such as Frankétienne and entertainers such as Kako and TiRa (all of whom worked for Project ToTAL), to children themselves. Due to the popularity and cultural significance of the radio in Haiti, live broadcasts of festive public outreach activities such as Reading Championships and Reading Caravans are essential to raising the profile and social prestige of these events, which increases the chance that they will become self-perpetuating traditions and thus more sustainable over the long term.

#### **4.3.6 Reading support levels**

##### **Support by area of intervention**

A total of 155 of the initially surveyed organizations reported providing reading support (Table 21). This figure represents 75% of all of the respondents. Within the rural environment, which experiences enormous difficulties in the field of teaching support in general, 49 organizations reported offering reading support.

During implementation of the project, YMCA d'Haiti proved very effective at support to the Summer Reading Championship in the Saint Marc area and CEEC provided reading support in the Nord, Nord-Est, Ouest, and Artibonite.

**Table 21: Departmental distribution of organizations, by the existence of reading support activities and areas of intervention**

| Department   | Urban           |         | Rural           |         | Total           |         |
|--------------|-----------------|---------|-----------------|---------|-----------------|---------|
|              | Reading Support | Percent | Reading Support | Percent | Reading Support | Percent |
| Artibonite   | 41              | 39%     | 16              | 33%     | 57              | 37%     |
| Ouest        | 47              | 44%     | 12              | 24%     | 59              | 38%     |
| Nord-Est     | 10              | 9%      | 9               | 18%     | 19              | 12%     |
| Nord         | 8               | 8%      | 12              | 24%     | 20              | 13%     |
| <b>Total</b> | <b>106</b>      | 100%    | <b>49</b>       | 100%    | <b>155</b>      | 100%    |

Of the 223 organizations that answered this question, 155 (69%) stated that they perform reading support activities, primarily at the initiative of organizations in Ouest and Artibonite. The available information does not provide for more in-depth knowledge of these activities. As a result, it would be good to conduct a more detailed survey of the technical (teaching) aspect to determine the following:

- *The methodology used*
- *The texts provided for reading*
- *The level of teacher training*
- *The quality of the guidance received by the teacher*
- *The reading students' actual level of proficiency*

#### **Interest of the organizations in using new reading methods**

The organizations indicated whether they would be willing to receive a new method for teaching reading and whether they have a structure that might facilitate the work. Seventy-five percent of the organizations with human resources who had already received training on reading methods said that they were interested in applying new methods for teaching reading skills. For organizations whose human resources had not yet been trained on reading methods, 96% stated that they were willing to receive training on the latest methods for teaching reading skills.

#### **Knowledge of the *Lekti se lavni* method**

Of all of the organizations surveyed, very few (19 in total, just over 8%) were familiar with the *Lekti se lavni* method: 13 in urban areas and just 6 in rural settings (Table 22).

**Table 22: Distribution of organizations, by area of intervention and knowledge of the *Lekti se lavni* method**

| Department   | Urban                 |             | Rural                 |             | Total                 |             |
|--------------|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
|              | <i>Lekti se lavni</i> | Percent     | <i>Lekti se lavni</i> | Percent     | <i>Lekti se lavni</i> | Percent     |
| Artibonite   | 8                     | 50%         | 4                     | 67%         | 12                    | 55%         |
| Ouest        | 6                     | 38%         | 1                     | 17%         | 7                     | 32%         |
| Nord-Est     | 2                     | 13%         | 0                     | 0%          | 2                     | 9%          |
| Nord         | 0                     | 0%          | 1                     | 17%         | 1                     | 5%          |
| <b>Total</b> | <b>16</b>             | <b>100%</b> | <b>6</b>              | <b>100%</b> | <b>22</b>             | <b>100%</b> |

Among the surveyed organizations, 72% responded that they had personnel who have already been trained on methods for teaching reading skills (Table 23).

**Table 23: Number of organizations with staff trained on methods for teaching reading**

| Responses    |          | Frequency  | Percent      |
|--------------|----------|------------|--------------|
| Valid        | Yes      | 184        | 73 %         |
|              | No       | 60         | 24 %         |
|              | Subtotal | 244        | 96 %         |
| Missing      |          | 8          | 4 %          |
| <b>Total</b> |          | <b>253</b> | <b>100 %</b> |

#### **Organizations willing to receive training on reading skills**

Organizations also reported that they were willing to receive training on new reading methods, with 95% (representing 222 surveyed organizations) saying they were favorable to the idea of learning a new method to teach reading (Table 24). The results suggest that it is an opportune time for providing much wider access to a standardized, high-quality national curriculum. The ToTAL curriculum, for example, could be disseminated much more broadly to Haitian schools to address the urgent need for access to quality materials. This intervention, however, would be considerably more effective if local organizations with sufficient capacity provide teacher coaching and training and the MENFP were strengthened to coordinate as well as provide monitoring and evaluation.

**Table 24: Number of surveyed organizations willing to receive training on new methods for teaching reading**

| Responses    |          | Frequency  | Percent     |
|--------------|----------|------------|-------------|
| Valid        | Yes      | 222        | 95%         |
|              | No       | 9          | 4%          |
|              | Subtotal | 231        | 98%         |
| Missing      |          | 4          | 2%          |
| <b>Total</b> |          | <b>235</b> | <b>100%</b> |

#### **4.3.7 Distribution of organizations, by level of education of their staff**

The vast majority of the organizations, in both rural and urban settings, had human resources with qualifications from a university or primary teacher training school (Table 25). This is a very encouraging factor because it signals that high-capacity professionals are active in this sector. More practically, it suggests alumni linkages to higher learning institutions may facilitate recruiting efforts in prominent institutions, as well as information sharing and partnership opportunities between universities or primary teacher training schools and organizations active in the education sector.

**Table 25: Distribution of surveyed organizations, by level of education of teaching personnel and areas of intervention**

| Level of Education  | Area of Intervention |         |       |         | Total |         |
|---------------------|----------------------|---------|-------|---------|-------|---------|
|                     | Urban                |         | Rural |         |       |         |
|                     | No.                  | Percent | No.   | Percent | No.   | Percent |
| Secondary           | 8                    | 5%      | 0     | 0%      | 8     | 4%      |
| Bachelor's          | 118                  | 73%     | 39    | 58%     | 157   | 69%     |
| Teaching school     | 33                   | 21%     | 27    | 40%     | 60    | 26%     |
| Vocational training | 1                    | 1%      | 1     | 2%      | 2     | 1%      |
| Master's            | 1                    | 1%      | 0     | 0%      | 1     | 0%      |
| Total               | 161                  | 100%    | 67    | 100%    | 228   | 100%    |

#### **4.3.8 Organizations' funding sources**

Roughly 35% of the organizations reported that their main source of funding came from their members' contributions, and 26% of the 213 respondents ran chiefly on donations (Table 26).

More than 29% received funds from NGOs. Overall, the organizations' funding was fragile, in that donations are difficult to predict and unstable. The financial contributions of NGOs were sporadic and typically stop after the end of a project. This led to the dismissal of human resources (acquired and trained) and, in some cases, to the closure of the project's field office.

This reality must be considered when the time comes to expand the project, particularly in Nord-Est, where there are no member contributions. Further, the reduction in the availability of funds, reduction in interest by some donors, and closure of some projects in the post-earthquake environment place a great deal of pressure on local organizations that had previously depended on strong relationships with international agencies to fund their programmatic and operational expenses. Some organizations are in the (often difficult) process of restructuring or closing as a result. To the extent that future projects contribute significant funding to local organizations, it is very important that both parties have a common understanding of project cycle and donor funding realities. As a result, both the local partner and the international institution should work together at the beginning of the project to develop a clear capacity building plan and vision for the size and structure of the local partner at the end of the project.

In addition, some organizations changed their strategies and activities, depending on trends in international aid. Particular attention must be given and due diligence must be conducted to ensure that potential partners are not attempting to secure donor funds through representing themselves in a way that is beyond their capacity as an organization.

**Table 26: Distribution of surveyed organizations, by funding source and areas of intervention**

| Funding Source       | Department |             |           |             |           |             |           |             |            |             |
|----------------------|------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|------------|-------------|
|                      | Artibonite |             | Ouest     |             | Nord-Est  |             | Nord      |             | Total      |             |
|                      | No.        | %           | No.       | %           | No.       | %           | No.       | %           | No.        | %           |
| Member contributions | 27         | 32%         | 30        | 46%         | 0         | 0%          | 18        | 50%         | 75         | 35%         |
| NGO funding          | 19         | 23%         | 7         | 11%         | 24        | 89%         | 11        | 31%         | 61         | 29%         |
| Donations            | 27         | 32%         | 24        | 36%         | 3         | 11%         | 3         | 8%          | 57         | 27%         |
| Other                | 11         | 13%         | 5         | 8%          | 0         | 0%          | 4         | 11%         | 20         | 9%          |
| <b>Total</b>         | <b>84</b>  | <b>100%</b> | <b>66</b> | <b>100%</b> | <b>27</b> | <b>100%</b> | <b>36</b> | <b>100%</b> | <b>213</b> | <b>100%</b> |

#### **4.3.9 Availability to participate in a coaching project in the field of reading**

Most of the surveyed organizations were favorable to the idea of a coaching project: 71% were very interested, compared with just 8% of the organizations who were not so inclined (Table 27).

**Table 27: Distribution of organizations, according to their disposition toward participating in a reading support project**

| Participation Levels | Area of Intervention |             |           |             |            |             |
|----------------------|----------------------|-------------|-----------|-------------|------------|-------------|
|                      | Urban                |             | Rural     |             | Total      |             |
|                      | No.                  | Percent     | No.       | Percent     | No.        | Percent     |
| Poor                 | 16                   | 10%         | 1         | 2%          | 17         | 8%          |
| Average              | 33                   | 21%         | 9         | 15%         | 42         | 19%         |
| Very good            | 103                  | 67%         | 50        | 81%         | 153        | 71%         |
| Non-existent         | 2                    | 1%          | 2         | 3%          | 4          | 2%          |
| <b>Total</b>         | <b>154</b>           | <b>100%</b> | <b>62</b> | <b>100%</b> | <b>216</b> | <b>100%</b> |

#### **4.3.10 Presentation of the organizations, by their capacity for intervention**

The survey made it possible to discover a large number of grassroots organizations that work with schools in the field. The analysis of their capacities yielded various types of information:

1. The organizations' structure
2. Their resources
3. Their vision and foothold in the field
4. Their interest in reading projects

It is difficult to find local Haitian organizations that could last very long without substantial grants, in the medium or long term. FONHEP is one example of these. Despite its major achievements, it suffers from serious budget problems on a regular basis, compelling it to sell its services like a consulting firm.

According to the survey data, only 21 of 90 organizations in Upper and Lower Artibonite have the minimum structure needed to support project management. These organizations have a democratic structure and support other organizations in the area. They often also have representatives on-site and have already completed education projects.

#### **Organizations that have conducted education projects**

Table 28 provides a list of organizations in Artibonite that previously have conducted educational projects.

**Table 28: Organizations that have conducted educational projects in Artibonite**

| No. | Organization Name  | Acronym  |
|-----|--|----------|
| 1   | Conseil Projet National de Développement Participatif en Milieu Urbain (National Project Council for Participatory Development in Urban Areas)                 | COPRODEP |
| 2   | Fraternité pour la Réhabilitation de l'Église Primitive (Brotherhood for the Rehabilitation of the Early Church)   | FREP     |
| 3   | Organisation des Jeunes de l'Avenue Maurepas (Avenue Maurepas Youth Organization)  | OJAM     |
| 4   | Bureau de l'Église Méthodiste d'Haïti pour l'Éducation Générale (Office of the Methodist Church of Haiti for General Education)                                | BEMHEG   |
| 5   | Cercle des Jeunes pour le Développement Socio Économique du Pays (Youth Circle for the Socioeconomic Development of the Country)                               | CJOSEP   |
| 6   | Organisation de Développement Environnementale et Socio-Culturel du Bas Artibonite (Lower Artibonite Environmental and Sociocultural Development Organization) | ODESCBA  |
| 7   | Organisation pour le Progres et l'Avancement de l'Artibonite (Organization for the Progress and Advancement of Artibonite)                                     | OPAA     |
| 8   | Association des Directeurs d'Ecole (Association of School Principals)  | ADEPA    |
| 9   | Commission Épiscopale d'Éducation Catholique (Episcopal Commission for Catholic Education)   | CEEC     |
| 10  | Grappes Papillon de Gros-Morne (Gros-Mornes Butterfly Clusters)  | GPGM     |
| 11  | École Fondamentale d'Application Centre d'Appui Pédagogique de St Marc (Saint-Marc Fundamental Application School and Educational Support Center)              | EFACAP   |
| 12  | Fondation Jaune (Yellow Foundation)  | FJ       |
| 13  | Initiative pour le Développement de l'Estère (Estère Development Initiative)   | IDE      |
| 14  | Fédération Nationale des Techniciens en Éducation et en Culture (National Federation of Education and Culture Experts)   | FENATEC  |
| 15  | Comité pour la Rénovation 11 de l'Avenue Maurepas (Avenue Maurepas Renovation Committee)   | CORAM    |
| 16  | Association des Éducateurs de Saint Marc (Saint-Marc Teachers' Association)  | AESM     |
| 17  | Association des Structures Avisées de Saint Marc (Association of Informed Structures of Saint-Marc)  | AEASM    |
| 18  | Fondation Haïtienne de l'Enseignement Privé (Haitian Foundation for Private Education [Artibonite])  | FONHEP   |
| 19  | YMCA d'Haïti   | YMCA     |

Of the 90 formally established organizations with a management structure in Artibonite, 12 expressed an interest in the ToTAL project. These organizations were reported to already have human resources (i.e., inspectors, educational support staff, and supervisors) in the field.

### Structured organizations in Artibonite that expressed an interest in the project

The 14 Artibonite organizations in Table 29 had at least some structures that could be used to set up projects.

**Table 29: Established organizations in Artibonite that have expressed an interest in Project ToTAL**

| No. | Organization name   | Acronym |
|-----|---|---------|
| 1   | Fraternité pour la Réhabilitation de l'Église Primitive (Brotherhood for the Rehabilitation of the Early Church)                                  | FREP    |
| 2   | Organisation des Jeunes de l'Avenue Maurepas (Avenue Maurepas Youth Organization)   | OJAM    |
| 3   | Bureau de l'Église Méthodiste d'Haïti pour l'Éducation Générale (Office of the Methodist Church of Haiti for General Education)                   | BEMHEG  |
| 4   | Cercle des Jeunes pour le Développement Socio Économique du Pays (Youth Circle for the Socioeconomic Development of the Country)                  | CJOSEP  |
| 5   | Commission Épiscopale d'Éducation Catholique (Episcopal Commission for Catholic Education)  | CEEC    |
| 5   | École Fondamentale d'Application Centre d'Appui Pédagogique de St Marc (Saint-Marc Fundamental Application School and Educational Support Center) | EFACAP  |
| 6   | Fondation Jaune (Yellow Foundation)   | FJ      |
| 7   | Initiative pour le Développement de l'Estère (Estère Development Initiative)  | IDE     |
| 8   | Fédération Nationale des Techniciens en Éducation et en Culture (National Federation of Education and Culture Experts)                            | FENATEC |
| 9   | Comité pour la Rénovation 11 de l'Avenue Maurepas (11 Avenue Maurepas Renovation Committee)   | CORAM   |
| 10  | Association des Éducateurs de Saint Marc (Saint-Marc Teachers' Association)   | AESM    |
| 11  | Association des Structures Avisées de Saint Marc (Association of Informed Structures of Saint-Marc)   | AEASM   |
| 12  | Fondation Haïtienne de l'Enseignement Privée (Haitian Private School Foundation)  | FONHEP  |
| 13  | YMCA d'Haïti  | YMCA    |
| 14  | Haiti School Project  | N/A     |

With respect to organizations with excellent relationships with the community and the MENFP, at the departmental level, the survey revealed that, outside State organizations like EFACAP, only four structured organizations were considered fit to implement this major reading project in Upper and Lower Artibonite (Table 30).

**Table 30: List of established organizations with a good relationship with the MENFP**

| No. | Organization Name   | Acronym |
|-----|---|---------|
| 1   | Bureau de l'Église Méthodiste d'Haïti pour l'Éducation Générale (Office of the Methodist Church of Haiti for General Education) | BEMHEG  |
| 2   | Commission Épiscopale d'Éducation Catholique (Episcopal Commission for Catholic Education)                                      | CEEC    |
| 3   | Initiative pour le Développement de l'Estère (Estère Development Initiative)  | IDE     |
| 4   | Fondation Haïtienne de l'Enseignement Privée (Haitian Private School Foundation)  | FONHEP  |

In Ouest, 13 of the corridor's 76 initially surveyed organizations had conducted educational projects (Table 31). These organizations had a democratic structure and support other organizations in the community. During implementation, a full 25 organizations were identified in Ouest that had supported educational projects.

**Table 31: List of organizations in Ouest that have conducted educational projects**

| No. | Organization name   | Acronym |
|-----|---|---------|
| 1   | Association des Jeunes Chrétiens pour l'Épanouissement de la Force Sociale (Association of Young Christians for the Development of Social Strength) | AJCEFOS |
| 2   | Union des Démocrates pour l'Avancement de l'Arcahaie (Union of Democrats for the Advancement of Arcahaie)   | UDAA    |
| 3   | Hope on a String  | HS      |
| 4   | Ecole Noramale de Cabaret   | ECN     |
| 5   | Organisation des Leaders Évangéliques de Cabaret (Organization of Evangelical Leaders of Cabaret)   | OLEC    |
| 6   | Fondation Jeunes Missionnaires du Christ (Young Missionaries of Christ Foundation)  | JMC/TMK |
| 7   | Mouvman Fanm Bèlè Pwogresis (Movement of the Women of Bèlè for Progress)  | MFBP    |

| No. | Organization name  | Acronym |
|-----|--|---------|
| 8   | Organisation pour le Développement de l'Environnement et Éducation pour Tous (Organization for the Development of the Environment and Education for All)   | EDE-YO  |
| 9   | Coordination des Jeunes en Action pour une Nouvelle Vision des Enfants d'Haïti (Coordination of Youth in Action for a New Vision of the Children of Haiti) | CJANVEH |
| 10  | Fondation de la Grace (Grace Foundation)   | FDLG    |
| 11  | Mission Armee du Salut Balan (Salvation Army Mission of Salut Balan)   | ADSB    |
| 12  | Organisation de la Défense des Écoles Privées de la Plaine Cul de Sac (Organization for the Defense of Private Schools in the Cul-de-Sac Plains)           | ODPSCP  |
| 13  | Fédérations des Écoles Protestantes d'Haïti (Federation of Protestant Schools of Haiti)  | FEPH    |
| 14  | Save The Children  | SAVE    |
| 15  | Lions Club International Haiti   | LCI-H   |
| 16  | J/P Haitian Relief Organization  | J/P HRO |
| 17  | Institut de Formation du Sud   | IFOS    |
| 18  | Concern Worldwide  |         |
| 19  | Fondation Haïtienne de l'Enseignement Privé  | FONHEP  |
| 20  | Commission Episcopale des Écoles Catholiques   | CEEC    |
| 21  | YMCA d'Haïti   | YMCA    |
| 22  | Caritas Austria  |         |
| 23  | Caritas Czech Republic   |         |
| 24  | CARE   |         |
| 25  | UNICEF   |         |

In Ouest, 24 formally structured established expressed an interest in the project (Table 32). They already had human resources such as education advisors and inspectors in the field.

**Table 32: List of formally established organizations in Ouest that have expressed an interest in the project**

| No. | Organization Name  | Acronym |
|-----|--|---------|
| 1   | Association des Jeunes Chrétiens Pour l'Épanouissement de la Force Sociale (Association of Young Christians for the Blossoming of Social Force)            | AJCEFOS |
| 2   | Union des Démocrates pour l'Avancement de l'Arcahaie (Union of Democrats for the Advancement of Arcahaie)  | UDAA    |
| 3   | Hope on a String   | HS      |
| 4   | Ecole Normale Cabaret  | ENC     |
| 5   | Organisation des Leaders Évangéliques de Cabaret (Organization of Evangelical Leaders of Cabaret)  | OLEC    |
| 6   | Fondation Jeunes Missionnaires du Christ (Young Missionaries of Christ Foundation)   | JMC/TMK |
| 7   | Organisation pour le Développement de l'Environnement et Éducation pour Tous (Organization for the Development of the Environment and Education for All)   | EDE-YO  |
| 8   | Coordination des Jeunes en Action pour une Nouvelle Vision des Enfants d'Haïti (Coordination of Youth in Action for a New Vision of the Children of Haiti) | CJANVEH |
| 9   | Fondation de la Grace (Grace Foundation)   | FDLG    |
| 10  | Mission Armee du Salut Balan (Salvation Army Mission of Salut Balan)   | ADSB    |
| 11  | Organisation de la Défense des Écoles Privées de la Plaine Cul de Cac (Organization for the Defense of Private Schools in the Cul-de-Sac Plains)           | ADEPP   |
| 12  | Fédérations des Écoles Protestantes d'Haïti (Federation of Protestant Schools of Haiti)  | FEPH    |
| 13  | Save The Children  | SAVE    |
| 14  | Lions Club International Haiti   | LCI-H   |
| 15  | J/P Haitian Relief Organization  | J/P HRO |
| 16  | Institut de Formation du Sud   | IFOS    |
| 17  | Concern Worldwide  |         |
| 18  | Fondation Haïtienne de l'Enseignement Privé  | FONHEP  |
| 19  | Commission Episcopale des Écoles Catholiques   | CEEC    |
| 20  | YMCA d'Haïti   | YMCA    |
| 21  | Caritas Austria  |         |

| No. | Organization Name                                | Acronym |
|-----|--|---------|
| 22  | Caritas Czech Republic                           |         |
| 23  | Cooperative for Assistance and Relief Everywhere | CARE    |
| 24  | UNICEF   |         |

With respect to organizations in Ouest with very good relationships with the community and the MENFP, only two organizations met this criterion during the initial survey (Table 33). However, during the implementation of the project, it was clear that CEEC, FONHEP, IFOS, and CAFT work well with the MENFP.

**Table 33: List of organizations in Ouest with a good relationship with the MENFP**

| No. | Organization Name  | Acronym |
|-----|--|---------|
| 1   | Ecole Normale Cabaret  | ENC     |
| 2   | Organisation de la Défense des Écoles Privées de la Plaine Cul de Cac (Organization for the Defense of Private Schools in the Cul-de-Sac Plains) | ADEPP   |
| 3   | Fondation Haïtienne de l'Enseignement Privé (FONHEP)   | FONHEP  |
| 4   | Commission Episcopale des Écoles Catholiques (CEEC)  | IFOS    |
| 5   | Institut de Formation du Sud (IFOS)  | CEEC    |
| 6   | Le Centre d'Apprentissage et de Formation pour la Transformation   | CAFT    |

Among organizations in Nord-Est, seven had educational projects (Table 34).

**Table 34: List of organizations in Nord-Est with educational projects**

| No. | Organization Name   | Acronym |
|-----|---|---------|
| 1   | Association Nationale des Écoles du Nord (National Association of Schools in Nord)  | AREIN   |
| 2   | S.O.S. Village d'Enfants Haiti du Nord (SOS Children's Village North Haiti)   | SOS     |
| 3   | Federation des Associations des Enseignants du Nord et du Nord-Est (Federation of Teachers' Associations in Nord and Nord-Est)                      | FEANNE  |
| 4   | Réseau National des Écoles Communautaires (National Network of Community Schools)   | RENEC   |
| 5   | Organisation pour la Reconstruction et l'Éducation des Enfants Démunis (Organization for the Reconstruction and Education of Impoverished Children) | OREED   |
| 6   | Collectif de Défense Citoyenne (Citizens' Defense Collective)   | CODECI  |

### Strong organizations in the project's corridors

In total, 25 organizations with a strong structure and the capacity for project implementation were identified. In addition to their knowledge of education, they had an accounting structure and a monitoring and evaluation system. Organizations such as Plan Haïti, SOS Children's Village, CARE, and BEMHEG's Ecole Normale des Frères already managed educational projects. A complete list is included in Table 35.

**Table 35: List of organizations with established structure and capacity**

| No. | Organization Name  | Acronym    | Organization's Department | Municipality Covered by the Organization |
|-----|--|------------|---------------------------|--|
| 1   | Plan Haïti de la Croix-des-Bouquets  | Plan Haïti | Ouest                     | Croix-des-Bouquets                       |
| 2   | Fédérations des Écoles Protestantes d'Haïti (Federation of Protestant Schools of Haiti)  | FEPH       | Ouest                     | All municipalities                       |
| 3   | SOS Village d'Enfant Haiti (SOS Children's Village Haiti)  | SOS        | Ouest                     | Croix-des-Bouquets                       |
| 4   | École Normale des Frères   | ENF        | Ouest                     | Pétionville                              |
| 5   | Association Pour le Changement Batir Haiti (Association for Change, Build Haiti)   | ACHABAT    | Ouest                     | Cité Soleil                              |
| 6   | Association des Enseignants de Cité Soleil (Cité Soleil Teachers' Association)   | ADECS      | Ouest                     | Cité Soleil                              |
| 7   | Association Nationale des Écoles du Nord (National Association of Schools in Nord)   | AREIN      | Nord                      | Cap-Haïtien                              |
| 8   | Centre Haitien d'Action Sociale Pour l'Avancement de la Famille (Haitian Social Action Center for the Advancement of the Family) | CHASAF     | Nord                      | Bas-Limbé                                |
| 9   | SOS Village d'Enfants Haiti du Nord (SOS Children's Village North Haiti)   | SOS        | Nord                      | Morin                                    |
| 10  | Cooperative for Assistance and Relief Everywhere   | CARE       | Artibonite                | Gonaïves                                 |
| 11  | Hands Together   | HTCO       | Artibonite                | L'Estère                                 |
| 12  | Commission Épiscopale d'Éducation Catholique (Episcopal Commission for Catholic Education)                                       | CEEC       | Artibonite                | Gonaïves                                 |
| 13  | Confédération des Écoles Privées Indépendantes d'Haïti (Confederation of Independent Private Schools of Haiti)                   | CONFEPHI   | Artibonite                | Gonaïves                                 |
| 14  | Heads Together for Education Foundation  | HTEF       | Artibonite                | Saint-Marc                               |
| 15  | Initiative pour le Développement de l'Estère (Estère Development Initiative)   | IDE        | Artibonite                | L'Estère                                 |
| 16  | Professeurs Ensemble de Ouanaminthe (Ouanaminthe Professors Together)  | PEO        | Nord-Est                  | Trou-du-Nord                             |
| 17  | Save The Children  | SAVE       | Multiple                  | Multiple                                 |
| 18  | Lions Club International Haiti   | LCI-H      | Multiple                  | Multiple                                 |
| 19  | J/P Haitian Relief Organization  | J/P HRO    | Ouest                     | Delmas                                   |
| 20  | Institut de Formation du Sud   | IFOS       | Multiple                  | Multiple                                 |

| No. | Organization Name                            | Acronym | Organization's Department | Municipality Covered by the Organization |
|-----|--|---------|---------------------------|--|
| 21  | Concern Worldwide                            |         | Centre                    | Mirebalais                               |
| 22  | Commission Episcopale des Écoles Catholiques | CEEC    | Multiple                  | Multiple                                 |
| 23  | YMCA d'Haïti                                 | YMCA    | Multiple                  | Multiple                                 |
| 24  | Caritas Austria                              |         | Ouest                     | Gressier                                 |
| 25  | Caritas Czech Republic                       |         | Ouest                     | Léogâne                                  |
| 25  | UNICEF                                       |         | Multiple                  | Multiple                                 |

### Organizations considered to be fairly weak

The organizations listed in Table 36 had not yet been recognized and had no procedure manuals.

**Table 36: Unrecognized organizations without manuals or administrative and accounting procedures**

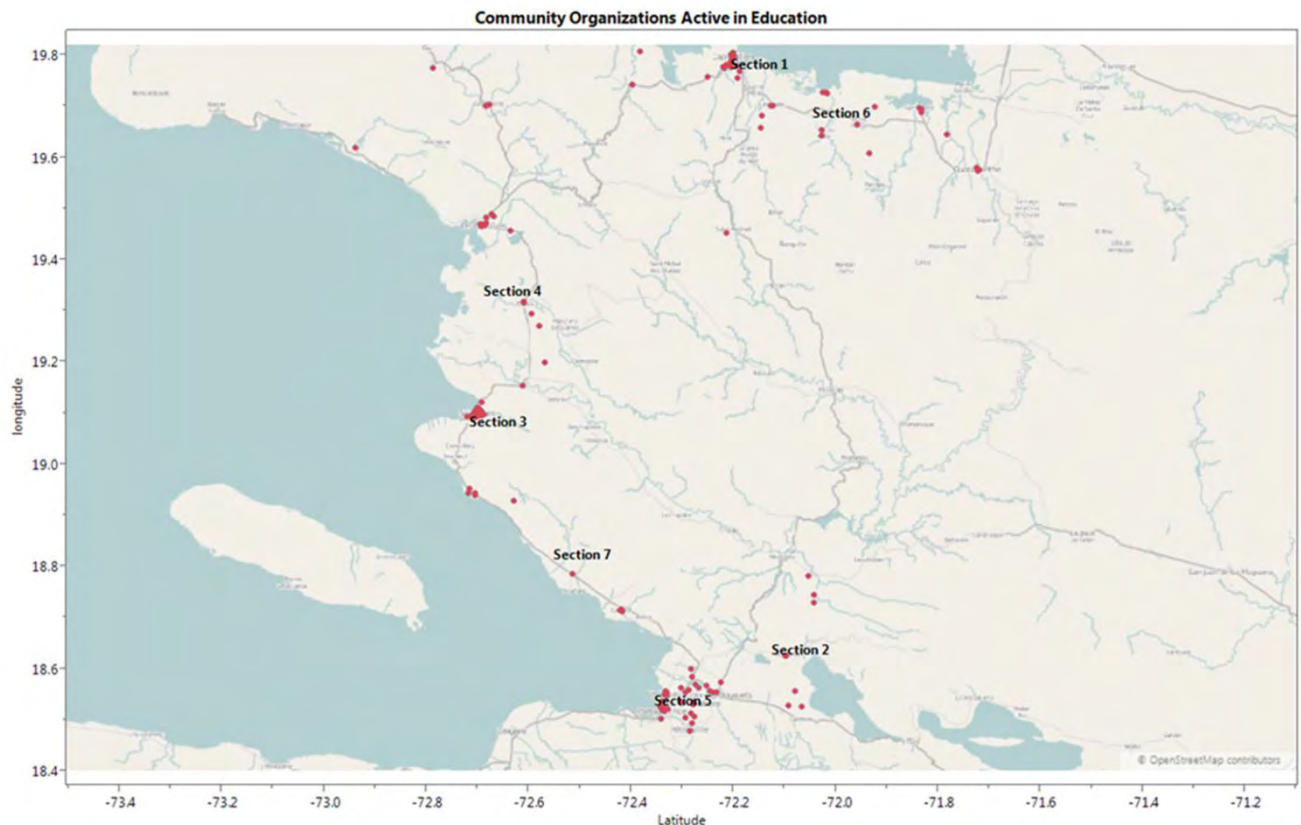
| No. | Organization name  | Acronym | Department | Municipality   |
|-----|--|---------|------------|----------------|
| 1   | Association des Enseignants de Ferrier (Ferrier Teachers' Association)   | AEF     | Nord-Est   | Ferrié         |
| 2   | Commission d'Appui au Développement de l'Éducation de Sainte Suzanne (Sainte-Suzanne Education Development Support Commission) | COADES  | Nord-Est   | Sainte-Suzanne |
| 3   | Association des Enseignants de Sainte Suzanne (Sainte-Suzanne Teachers' Association)   | AES     | Nord-Est   | Sainte-Suzanne |
| 4   | Association des Normaliens Supérieur de Ouanaminthe  | ANSO    | Nord-Est   | Ouanaminthe    |
| 5   | Union des Normaliens de Fort-Liberté et ses Environs   | UNOFE   | Nord-Est   | Ferrié         |
| 6   | Association des Écoles Privées Indépendante de St Raphael (Association of Independent Private Schools of St-Raphael)           | ASSEPIS | Nord       | Saint-Raphael  |
| 7   | Association Professionnelle des Enseignants du Cap (Cap Teachers' Professional Association)                                    | APEC    | Nord       | Cap-Haïtien    |
| 8   | Association des Enseignants de Pilate (Pilate Teachers' Association)   | AEPI    | Nord       | Pilate         |
| 9   | Association des Ecoles Privées de Gros Morne (Gros-Morne Association of Private Schools)                                       | AEPGM   | Artibonite | Gros-Morne     |

| No. | Organization name  | Acronym  | Department | Municipality |
|-----|--|----------|------------|--------------|
| 10  | Association des Écoles Privées Indépendantes de St Michel (Association of Independent Private Schools of St. Michel) | ASEPISMA | Artibonite | Saint-Michel |
| 11  | AJBP   | AJBP     | Nord       | Limonade     |
| 12  | Plateforme des Organisation Vivantes de Bois-de-Lance (Platform for Bois-de-Lance Living Organizations)              | PLOB     | Nord       | Limonade     |

#### 4.4 Mapping of Organizations

In order to facilitate an understanding of where these organizations are located within Haiti, GPS coordinates were captured for each and are represented on the following map.

**Figure 4: Geographical Location of Organizations**



Because many organizations are located in close proximity to each other in certain urban areas, more detailed maps of the seven most populated areas can be found in Appendix IV of this report.

**Figure 5: Location of Partner Organizations Consulted Since Approved Report**



The majority of the organizations consulted by Project ToTAL during the past six months are based in the urban Ouest. However, Save the Children, Lions Club International Haiti, YMCA d'Haiti, Concern Worldwide, and CARE have programs in other departments. Maison Henri Deschamps is the leading producer of textbooks and, as a result, functions on a nationwide scale.

#### **4.5 Proposals from Organizations in the ToTAL Project**

The surveyed organizations offered some interesting and innovative proposals related to the ToTAL project. These should be explored further in future initiatives within Haiti.

- **Creation of reading centers, multimedia rooms, libraries, and sociocultural and activity centers:** These reading centers could be established at the EFACAPs by local and national organizations partnering with the MENFP with a plan to hand-over full responsibility for the management of these reading centers to the MENFP within three years or less. J/P HRO could set up a reading center in Delmas 32 to directly serve that neighborhood.
- **Mobilization and a survey on children who do not attend school:** This could be done in as partnership with a high quality assessment and data management organization, like IFOS, and an NGO, such as Save the Children or an international organization like UNICEF, with expertise in education, child protection, and working with vulnerable children.
- **Lifelong learning for teachers:** Leading implementing partners of USAID should develop an ongoing system of formal inservice training for teachers as well as a tablet-

friendly online teacher training program informed by the ToTAL curriculum that teachers can use to refresh and extend their knowledge. Ultimately, the MENFP and USAID must work to develop a certification process for undertrained and uncredentialed teachers now serving in many private schools.

- **Literacy education for parents and members of the community:** International organizations with extensive experience and a strong track record in implementing community mobilization activities should lead the implantation of this important program component.
- **Organization of learning enrichment activities and contests:** Community mobilization programming must include festive, joyful reading promotion activities such as Summer Reading Camps.
- **Allocation of books to children:** Children urgently need more access to age-appropriate reading materials. Educa Vision Inc. and Maison Henri Deschamps are well positioned to provide these children's books.

## **4.6 Organizations Helped to Support Project ToTAL and/or are Well Positioned to Support a Large Scale Early Grade Reading Project**

### **4.6.1 Institut de Formation du Sud (IFOS)**

IFOS has served as an essential local partner for Project ToTAL in the implementation of the project's four EGRA and two SSME administrations, providing value-added assistance with planning the assessments, training enumerators, managing the survey process, and finally organizing and moderating conferences to disseminate findings to stakeholders at the local and national level. The Project ToTAL team witnessed first-hand that IFOS core strengths are training, capacity building, and management of assessments. RTI has worked closely with the senior management of IFOS and finds them to be highly effective at project management, technologically savvy, and capable of ensuring high survey quality under difficult conditions in rural and urban Haiti. In addition to its core team, IFOS has an impressive roster of consultants who demonstrated that they can provide invaluable support to early grade reading programs, including a former Minister of Education who participated in the Project ToTAL Grade 2 Pilot Support Team. In addition to its extensive training, assessment, evaluation, and capacity building strengths, IFOS has expertise in local governance and micro finance.

IFOS's most pressing current challenge appears to be managing growth effectively, because its success in managing assessments has led to many new projects. If IFOS is able to accommodate this new growth by expanding its staffing and adapting management systems, then it will surely be an important part of the education sectors for years to come. IFOS was legally constituted from 2004 and is recognized by the Ministry of Trade and Industry and registered in the General Direction of Taxes. IFOS's main office is in Port-au-Prince and it maintains two regional representational offices: one in Jean Rabel in the Northwest and the other in Les Cayes, in the South.

IFOS is well positioned to help address the fact that accurate, updated information about school management and student performance has long been elusive in Haiti. Through its expertise in planning, preparing for, and carrying out EGRA assessments, IFOS is uniquely well positioned to gather data while putting in place and strengthening data gathering systems to address this problem on an ongoing basis. Access to technology from the Haitian private sector, such as tablets from Surtab, could certainly serve to enhance IFOS platform. Due to the potential for synergy between IFOS and Surtab, a partnership between the two organizations should be explored, as IFOS could help to field test Surtab prototypes while benefiting from lower cost access to materials. As an example of skills sharing partnerships within the education sector, IFOS could also consider consulting to or partnering with FONHEP to improve and update the administrative and information management systems of FONHEP. However, this partnership would only be mutually worthwhile if FONHEP is willing to make real change to its monitoring and evaluation as well as management systems. Finally, because of its assessment and data management experience, IFOS should participate on any larger scale initiatives to improve education information management in Haiti such as the development of a national EMIS.

Further, because IFOS has not only educational expertise but also expertise in micro credit and governance, it is well positioned to help establish, as well as to strengthen and support, cross sector partnerships. This report also recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education. These efforts should prioritize partnerships with the health sector facilitating, for example, school based health screenings, health interventions, vitamins, deworming, and vaccination, as well as particularly school feedings and water and sanitation. Partnerships between education and other sectors including human rights, protection, livelihoods, and civil society, with gender as a cross-cutting theme, could greatly enhance upcoming early grade reading initiatives. IFOS is well positioned to contribute to the establishment and growth of these partnerships through its multi-sector expertise and strength in training, assessments, data management, and evaluations.

#### **4.6.2 *Fondation Haïtienne de l'Enseignement Privé (FONHEP)***

FONHEP served as lead implementing partner for Project ToTAL's school-based coaching and support to teachers, as well as for community mobilization. While the coaches and community mobilizers were the staff of FONHEP's partner organization CEEC, FONHEP senior staff contributed to curriculum development during the project. Long established and viewed as a prominent education institution in Haiti, FONHEP works through its own staff who have expertise in training and curriculum development as well as the three organizations in its network CEEC, Fédération des Ecoles Protestantes d'Haïti (FEPH), and Confédération des Ecoles Privées Indépendantes d'Haïti (CONFEPHI). Due to the highly privatized nature of the Haitian school system, an umbrella organization for private schools such as FONHEP occupies an important place in the education system and benefits from considerable partnership opportunities as a result.

While FONHEP has been viewed for decades as a leader in the education sector in Haiti with access to a wide network of schools through its partner CEEC, RTI found that FONHEP requires

substantial capacity building and support in project management, program administration, M&E, information technology, and reporting. FONHEP partner CEEC provided access to dedicated coaches and community mobilizers who implemented Project ToTAL on a daily basis in treatment schools. However, FONHEP had difficulty processing the coaching information in a timely fashion. In December 2013, FONHEP and CEEC agreed to use Tablet-based coaching forms empowered by Tangerine electronic data capture technology, which allowed for real-time access to coaching information while providing an important capacity building opportunity for CEEC organizations.

As a result of this experience, RTI would recommend that any implementing partner plan to support FONHEP through devoting time and resources to managerial and administrative capacity building, such as through establishing an in-house capacity building unit. FONHEP has begun to take steps towards addressing its management issues including hiring a leadership and management expert to help to improve management processes and partner relations. Further work is required to help FONHEP to improve its program and operations management capacities, adopt standard information technology, and strengthen administrative systems to better leverage its reputation and to allow it to better fulfill its organization objectives of improving access, quality, and equity in primary education and promoting institutional development in the private education in Haiti.

#### **4.6.3 Commission Épiscolale d'Éducation Catholique (CEEC)<sup>22</sup>**

Commission Épiscolale d'Éducation Catholique (CEEC) is a structure created by the Catholic Church and is part of FONHEP. There are 2,301 Catholic schools in Haiti, a large majority (60%) of which are in rural areas, and due to its vast network of schools, CEEC is an important participant in any education initiative. According to the CEEC's July 2012 review report, there were three main categories of Catholic schools in Haiti: presbyteral schools, parochial schools, and non-denominational schools. As described by the Diocesan Offices of Education and confirmed by the data, the majority of Haitian Catholic schools were presbyteral. The Haitian Catholic education authorities considered presbyteral schools (i.e. State-funded parish schools) to be the poorest in terms of resources and quality.<sup>23</sup> Through its access to Catholic schools and its hardworking coaches, CEEC brings valuable resources to any large-scale early grade reading program.

The CEEC has already managed a large number of projects and has its own print shop. However, CEEC could better mobilize and leverage its network of schools with an updated approach to data collection and data management.

During Project ToTAL, CEEC coaches, supervisors and community mobilizers helped to implement the teacher support and community mobilization activities. CEEC's coaches are

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<sup>22</sup> Taken from the latest CEEC review (2012).

<sup>23</sup> The grants awarded by the government to schools in Haiti take a variety of forms, including the payment of teacher salaries and direct, headcount-proportional grants to schools, such as the Education for All (EFA) program. The survey did not ask the respondents to specify the type of any grants received by the school.

highly dedicated and hard working. CEEC supervisors tend to be seasoned professionals who have extensive experience in the education sector and are well respected by teachers, school leadership, and the local MENFP representatives. CEEC coaches and supervisors are very familiar with the Project ToTAL methodology, participated in all Project ToTAL teacher trainings for the two school years of project, and received targeted coach's trainings. Further, Project ToTAL staff worked with FONHEP staff to train the CEEC Community Mobilizers for planned school-based activities as well as for the MENFP Summer Reading Championship. During the second year of implementation, RTI helped CEEC to switch from paper based classroom observation questionnaires for its coaches to tablet-based, Tangerine-enabled coaching questionnaires. Future partners of CEEC should look for further opportunities to help CEEC use technologies like tablets and internet-based systems like Tangerine as well as to strengthen management systems to help CEEC to better leverage its very extensive network of schools and of relationships.

#### **4.6.4 *Maison Henri Deschamps***

Founded in 1898, the Maison Henri Deschamps, the longstanding leader in book publishing in Haiti, was an important source of children's books for the school libraries that Project ToTAL provided to treatment schools. Maison Henri Deschamps is a leading printer of textbooks and children's books. It enjoys a great deal of prestige and name recognition in Haiti due to its book publishing, as well as its retail stores that sell books, stationery, and computer software in Port-au-Prince. However, the Maison Henri Deschamps also has a wealth of child-friendly educational content that could be shared with future partners if intellectual property concerns are addressed.

#### **4.6.5 *YMCA d'Haiti***

YMCA d' Haiti has an extensive network of motivated, trained youth volunteers who helped Project ToTAL to conduct the MENFP's Summer Reading Championship in schools and could add considerable value to other community mobilization activities. The YMCA d'Haiti's robust support to the MENFP's summer program demonstrates the potential of voluntary civic organizations to partner with and support the public sector. YMCA d' Haiti is part of a worldwide community service organization whose mission is to "to build spirit, mind and body." Its management team, led by Secretary General Gwénaél Apollon is competent and energetic. YMCA d'Haiti develops children, youth, and adults through education and "character building" programs so they can become leaders to strengthen families and communities. YMCA d' Haiti serve youth and adults in Port au Prince, Laboule, Kenscoff, Camp Perrin, Mersan and Croix des Bouquets ( opened in January 2013), offering programs to 1,000 Youth Members and 5,000 Total Youth and Adult Participants. In 2008, the YMCA d'Haiti served 1,500 youth and adults in three locations. During the spring of 2014, YMCA Haiti implemented a reading program in all its centers in cooperation with Partners of the Americas. YMCA d'Haiti hosts an after school program that could complement formal education support programs like Project ToTAL. As a result of these impressive strengths, YMCA d'Haiti is well positioned to play a lead role in the community mobilization initiatives of an early grade reading project.

#### **4.6.6 Educa Vision Inc.**

Educa Vision Inc. designs, develops, publishes, and distributes a broad range of multicultural and multilingual educational materials. The materials are available in several media including books, charts, computer programs, DVD, Inter-active lessons and assessment pieces delivered on the web, and on CD Rom. Educa Vision Inc. reports that it currently has more than 1,000 titles available. While its core capacities are language arts, science, social sciences and mathematics, it produces a wide range of public health education materials on topics ranging from, nutrition, STD prevention, high blood pressure, and diabetes. The company was founded in 1991 by Féquière Vilsaint while he was a researcher at the Biochemistry and Molecular Biology department of the University of South Florida. In 1994, Mr. Vilsaint, the founder, began working full time to build Educa Vision Inc. The company now has a core team that is supplemented by external professionals who consult to provide subject matter expertise. Project ToTAL benefited a great deal from the high-quality, age-appropriate, child friendly Creole children's books produced by the Florida-based Educa Vision Inc. that were included in the school libraries distributed to all treatment schools. Educa Vision's contributions to Project ToTAL represent an example of the emerging possibilities of partnering with Haitian diaspora organizations to provide a wider range of educational products and services for Haitian school children.

#### **4.6.7 CreoleTrans**

The Miami-based CreoleTrans is another example of a Haitian diaspora organization that can serve as a value-added partner of future early grade reading projects. During Project ToTAL, CreoleTrans provided high quality translation of project materials into Creole. While Project ToTAL also used the services of local translators, CreoleTrans provided an important source of translating services during the project. CreoleTrans has been officially registered in the State of Florida since 1998 and has been operating since 1999. In addition to Creole, CreoleTrans provides translation and interpretation in French, Spanish, and Portuguese. CreoleTrans' clients are publishing agencies, nonprofits, hospitals, government agencies, newspapers, and universities including Houghton Mifflin, the Early Childhood Initiative Foundation, the Children's Trust, the North Broward Hospital District, the Federal Detention Center, the Miami Herald, and the University of Miami.

#### **4.6.8 J/P Haitian Relief Organization**

J/P Haitian Relief Organization (J/P HRO), an international organization with strong ties to the Delmas 32 neighborhood, served as a value added partner in extending the ToTAL program into 20 additional schools in urban Delmas. J/P HRO's educational programs are implemented as part of its model of community development that includes integrated, holistic support in the education, community-building, and livelihoods sectors. This community based model is implemented in partnership with local residents, community leaders, and local institutions. J/P HRO's education program began in the early days of the earthquake emergency response when J/P HRO established Ecole de l'Espoir, a primary school providing quality education for children of displaced families in a camp setting. The school is in its fourth academic year, has 213

students, and has transitioned from a displaced persons camp into the local neighborhood. The J/P HRO Education Program continues to successfully maintain and manage the school, including 17 teachers, two principals and two assistant principals and 12 classes of students.

As displaced families relocate to permanent homes, the J/P HRO's education program has shifted its focus to supporting existing neighborhood schools. The primary goal of the J/P HRO Education Program is to support the successful implementation of the MENFP's national school curriculum, while creating a model micro school district. This project, known as the Delmas 32 Education Revitalization Initiative, is positively impacting 6,000 students currently going to school in the community. With the aim to innovate in the classroom and improve academic outcomes, the Delmas 32 Education Revitalization Initiative provides curriculum development support to teachers, enabling them to adopt forward-looking practices that encourage critical thinking among their students. For school administrators, this program provides organizational development support to optimize management of their respective institutions and bridge existing gaps between needs and currently available resources. At its core, the Delmas 32 Education Revitalization Initiative serves as a professional support network for all educational professionals in the community. With partners AMURT (Ananda Marga Universal Relief Team) and LOCAL-Haiti (Local Capacity Alliance), J/P HRO has coupled the initiative with an intensive, innovative, multi-year teacher training program that includes 125 instructors in 22 schools, reaching more than 3,000 students. J/P HRO takes a multi sectoral approach to educational programming and draws from all its program departments to ensure that students in the community have access to a safe and secure classroom that is also conducive to learning. J/P HRO's Engineering and Construction Program has rehabilitated the physical infrastructure of earthquake-damaged schools. The Protection and Communications team has provided psychosocial support and training to help students and teachers create a positive learning environment. The Medical team is also partnering with the team on WASH programs for students to practice good hygiene and providing free school health consultations and eye exams to all students and faculty.

Due to its extensive relationships with and strong reputation in the community in Delmas 32, J/P HRO is should continue to serve as an important partner on any future early grade reading projects.

#### **4.6.9 Lions Club International Haiti**

Project ToTAL had the privilege to partner with Lions Club International Haiti during the 2013-2014 school year to provide sensitization and wall charts for teachers to conduct school based vision screening. Lions Club International also organized volunteer doctors to provide vision screening for teachers at teacher trainings and ad hoc school based vision screening for students, teachers, and school directors. Lions Club International Haiti is a longstanding, well respected organization in Haiti whose membership includes leading members of the Haitian business community, civil society, and the Haitian medical establishment. Lions Club International Haiti's membership has close ties to other civic organizations, as well as the Haitian government. Lions Club International Haiti's membership also travel abroad to work with and learn from

Lions Club International Chapters in the United States and elsewhere. Because vision is fundamental to reading, Lions Club International Haiti is a natural partner for any future early grade reading project. Because of its tremendous potential, future projects should consider a targeted capacity building plan for Lions Club International Haiti that would transform its current capacity to conduct ad hoc school-based vision screening into a more systematic and scalable approach to vision screening. As a voluntary organization, Lions Club International Haiti depends on the benevolence of its unpaid membership and officers to implement programming. A potential organizational development goal for Lions Club International Haiti could be to work with the lead partner of an early grade reading project to build its internal systems and capacity to the point that it would be ready to receive independent donor funding to support full-time staff that could plan and coordinate more wide-spread, school-based vision sensitization and screening activities. This report recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education, including organizations in the health sector—for example, those involved with activities such as school-based health screenings, vitamins, deworming, vaccination, access for disabled children, food security, and particularly school feedings, water, and sanitation—to ensure a hygienic school environment and to address barriers to education for girls, gender, human rights, protection, and livelihoods.

#### **4.6.10 Surtab**

Project ToTAL also recommends that future partners use tablet-based systems, such as Tangerine, to streamline the school-based data gathering. Tablet technologies have tremendous potential to solve the long-standing challenge of accessing reliable school-level data by strengthening the links between schools, first-line implementing staff, and project management. In a very exciting development, tablet computers are now being produced in Haiti by Surtab. Founded in Haiti in 2013, Surtab's factory in Port-au-Prince manufactures affordable and durable tablet PCs. Since completing registration in June 2013, the company has expanded from 4 ambitious entrepreneurs to more than 50 Haitian employees. Surtab began mass production of tablets in December 2013 and has a production capacity of over 7,000 tablets per month. Surtab tablets are currently available in Digicel shops in Haiti and are sold wholesale in Haiti, the Caribbean and Africa. The company plans to begin online sales to North America and Europe during the summer of 2014. Surtab's mission is to create much needed, well paid jobs and increasing overall prosperity in low-income areas of the world by bridging the existing digital gap. In keeping with its mission, 90% of Surtab's staff are female. Current Surtab tablets have 2G and 3G connectivity and can be used worldwide. Future partners of USAID involved in early grade reading, and particularly in EGRA assessments should consider using Surtab tablets.

#### **4.6.11 Bureau des Eglises Méthodistes pour l'Education Générale (BEMHEG)**

The Methodist Church of Haiti set up a school system that offers instruction to thousands of children around the country (in the eight departments where the mission is present). The Methodist education system is designed to be an instrument of the Church, in the service of education. At the time of the survey, the mission had 100 schools, some of which were supported

but not recognized by the BEMHEG due to their very poor academic results. It is important that any reading program work effectively with the extensive networks of Protestant and Catholic faith-based schools in Haiti that have flourished in the highly privatized education sector.

#### **4.6.12 Plan Haïti**

Plan Haïti is an international organization that has been active in Haiti for more than 35 years. Its actions were concentrated in Sud-Est, Nord-Est, and Ouest. Through a child mentoring program, Plan Haïti enabled thousands of children to attend school by giving parents financial support and guidance for setting up income-generating activities. Plan Haïti also supported school development, particularly school infrastructure and teacher training.

Plan Haïti reported placing a priority on lobbying and economic development, alongside its health and sanitation actions. As a result, Plan Haïti has the potential to contribute to the government relations, policy dialogue, and national advocacy component of any early grade reading program.

#### **4.6.13 Artibonite Public University of Gonaïves (UPAG)**

Artibonite Public University of Gonaïves (APUG) is one of the regional universities. Its faculty of education ran a FIA program on behalf of EFA. In recent years, the faculty participated in the supervision of schools subsidized by the Universal, Free, and Mandatory Schooling Program. At the time of the survey, the university had approximately 100 students finalizing their dissertations for their bachelor's degrees in education.

APUG reported having a digital room and a computer lab to help to train school teachers. This lab could be used to train teachers, coaches, community mobilizers, and MENFP staff in the use of tablets as well as in online lifelong learning and professional development applications.

#### **4.6.14 La Fédération des Écoles Protestantes d'Haïti (FEPH)**

La Fédération des Écoles Protestantes d'Haïti (FEPH) is a network of some 3,000 schools. It is also a member of FONHEP and CLIO and has a national structure that is easy to mobilize, thanks to its centralized coordination.

The FEPH was founded in May 1986 and reported a network of more than 300 churches and protestant organizations. The network's stated objective is to promote quality education at the university level. It was active in Ouest, Sud-Est, Artibonite, Grand'Anse, Nord-Ouest, Nippes, Sud, and Nord. Its activities involve developing lesson plans for teachers, raising parents' awareness, training teachers, planning extracurricular activities, and producing academic materials for the network. With so many children and parents relying on this faith based network, it is important that it be included in any early grade reading program. Further, it can be used to channel the often ad hoc and uncoordinated support to education in Haiti from American Protestant churches and charitable organizations.

#### **4.6.15 Confédération des Écoles Privées Indépendantes d'Haïti (CONFEPHI)**

The goal of Confédération des Écoles Privées Indépendantes d'Haïti (CONFEPHI) is to unite independent private schools in working to improve the quality of teaching in Haiti.

CONFEPHI was founded in 1993 to establish cohesion among independent private schools in Haiti. It provides support to 12 regional associations and hundreds of local ones. As reported, the CONFEPHI network includes 800 schools plus 1,142 affiliates, and its most recent educational project was a training program for teachers at 100 schools, with 800 professors and principals as its beneficiaries. In addition to educational support, it has also provided academic materials to schools. CONFEPHI works in partnership with the FONHEP and MENFP. Future projects could work to help CONFEPHI to better leverage its network to provide teacher training and curriculum improvement.

#### **4.6.16 Le Fonds de Parrainage National (FPN)**

As part of the national effort for universal education, Le Fonds de Parrainage National (FPN) endeavors to offer quality education to the country's poorest children.

FPN is a private, non-profit, apolitical, duly registered organization. Since its creation in 1992 through a private-sector initiative, FPN has been working to help the country's most underprivileged children to attend school. FPN brings together multiple organizations representing four of the main sectors of Haitian society: NGOs involved in education, the business world, churches, and the Haitian State. To better cover the entire territory, FPN is run in a decentralized manner. Sponsored children are placed in schools selected by FPN—on the basis of certain eligibility criteria established by the institution's specialists—to ensure the program's success. FPN is well suited to work with an organization like UNICEF or Save to receive capacity building in the protection issues related to working with extremely vulnerable children while giving these same children an irreplaceable chance of a future through access to quality early grade education.

#### **4.6.17 Le Centre d'Apprentissage et de Formation pour la Transformation (CAFT)**

According to the directory of organizations,<sup>24</sup> Le Centre d'Apprentissage et de Formation pour la Transformation's (CAFT) goal is to support the Haitian population, particularly the poor, in facing urgent education and environmental challenges and, in that way, to help with the development of the vast and unique potential of that segment of the population.

Registered with the Ministry of Social Affairs since 1999 and accredited by the Haitian Ministry of Education, CAFT is firmly established and widely recognized in Haiti for the effectiveness of its transformational education programs. Thanks to a mutual learning progress, and in collaboration with government and nongovernmental agencies, CAFT develops and manages innovative, transformational training programs for trained and informal trainers, trained and

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<sup>24</sup> AIR 2010, directory of civil society organizations working in the field of education, PHARE Project

informal members, and institution members, with the goal of promoting a positive attitude and behavioral changes through the development of individual and collective capacities.

For four years, CAFT managed a training program on quality education for Plan International, from which 60 schools for the poor, 400 principals and trainers, 2,000 parents, and 13,000 trainees have benefited. CAFT subsequently expanded its activities, which helped more than 30 other schools and more than 20 groups of adolescents in five new municipalities in Sud-Est and Nord-Ouest, by establishing partnerships with local community institutions and by launching a youth leadership program for teachers and young activity organizers. From its headquarters in Port-au-Prince (Pétionville), CAFT has organized training sessions in every department in the country.

During Project ToTAL, a senior member of CAFT participated in the Pilot Support Team for the Grade 2 curriculum materials, providing valuable commentary and guidance to the ToTAL curriculum team and helping to improve the quality of the curriculum materials. During the Pilot Support Team process, in which leaders in Haitian education advised on the development of Grade 2 curriculum materials for Project ToTAL, it became clear that CAFT has expertise in curriculum development and is respected by other local organizations as well as by members of the MENFP. CAFT should certainly be consulted, and potentially brought into partnership, on further curriculum development projects.

#### **4.6.18 *Ecole Normale de Vaudreuil***

Ecole Normale de Vaudreuil is run by sisters and has a tremendous training capacity, including a computer lab. It trains students to teach the first two cycles of primary school. Some inspectors at the Nord DDE lend their services to the primary teacher training school. This school could be used as a training venue and forum for dialogue, as part of a large-scale reading project.

#### **4.6.19 *SOS Children's Village Nord and Ouest***

SOS Children's Village is a non-profit organization that provides guidance for children in need. It conducts actions in Ouest, particularly in and around Santo, and in Nord, at Beaubin. SOS is currently in the process of extending its interventions into Sud. SOS gets its funding from international organizations. It has large premises and a well-organized structure. It will be able to work with the project to implement a reading program in the SOS schools. The organization's premises could be used to perform reading mobilization activities and as a training center.

#### **4.6.20 *Bureau Anglican de l'Éducation en Haïti (BAEH)***

The goals of the Bureau Anglican de l'Éducation en Haïti (BAEH) are to (i) work to eradicate poverty by increasing education-related services; (ii) fight injustice and contribute to the advent of a more peaceful, equitable world, through prioritizing education, as well as youth training; (iii) promote education for all by making quality education more accessible; and (iv) work in partnership with all organizations, regardless of their beliefs and political affiliations, to make the freedom offered by knowledge prevail and to raise funds to support schools in the Episcopalian network.

In 2005, the Episcopal Church of Haiti established the Anglican Bureau of Education to supervise all of the educational activities organized and funded by the Church, throughout the country. The BAEH currently has some 60 schools nationwide. It is a member of Consortium des Organisations du Secteur Privé de l'Éducation (COSPE) and CLIO. The BAEH has already managed substantial funds, particularly relating to the Canadian Cooperation's local funds. While Haiti is a majority Catholic country, the Episcopal Church is well established, well respected, and benefits from philanthropic ties to the Episcopal community in the United States. Future education projects should seek to engage and leverage this important network of schools.

## 5 Conclusion and Recommendations

This report finds that the present moment offers powerful opportunities to address longstanding challenges in primary education in Haiti such as the dearth of reliable school-level information and unacceptably poor student results in early grade reading. However, continued capacity building of local organizations and the MENFP is required to sustainably address these pressing challenges to education and human development in Haiti.

The ToTAL project is being implemented in a context characterized by a wide variety of initiatives to improve education, broad diversity of local non-governmental actors, engaged government units, and mounting consensus around the making literacy a priority. The time is ripe for change. However, at the strategic level, lack of coordination of effort and critical capacity gaps in major organizations present major barriers to more effective and robust implementation of literacy projects. These barriers, while significant, are not insurmountable and can be managed through coordination and synergistic partnerships under the umbrella of a large-scale educational improvement project such as Project ToTAL.

In an education system that is dominated by the non-public sector, chronic underfunding, organizational instability, and undeveloped coordination systems, unforeseen challenges are a daily occurrence during project implementation. However, discussions with the organizations and representatives from the MENFP helped project ToTAL to begin its programming in close coordination and partnership with the state and ready to leverage and count on organized structures already engaged in school-level work.

An important finding of this report is that the MENFP must be strengthened, supported, and empowered to improve and ensure quality of education in Haiti. During the implementation of Project ToTAL, the MENFP demonstrated repeatedly that is ready and willing to play a more comprehensive role in education in Haiti, and that it simply requires resources and targeted capacity building to do so. The time is right for a large-scale donor-funded capacity improvement project for the MENFP. Future early grade reading projects should take practical steps in this direction such as involving MENFP Inspectors in school-based coaching and supervision of teachers, as well as working in close coordination and partnership with the MENFP on curriculum materials development.

However, as future organizations partner with the MENFP, it is important to understand that the highly privatized nature of the Haitian school system could limit the scope of the MENFP's role and will make it difficult for the MENFP to provide system wide quality assurance and comprehensive coordination. Unlike countries where the vast majority of children attend public school, most of the effort to provide schooling in Haiti is still coming from the private/non-governmental sector. As a result, the MENFP cannot take a traditional, bureaucratic approach to administering the sector. Instead, there is an opportunity for the MENFP to see itself in a very different light – one that has to do more with establishing a supportive regulatory environment and funding mechanisms than with controlling and administering the provision of schooling. Conversations about capacity building within the public sector should be framed by this somewhat different notion of the role of the public sector in the near and medium term. Due to the importance of private education, the MENFP should consider embracing a different role for government – coordinator, convener, funder, and quality assurer – and develop those kinds of capacities such as curriculum development, school monitoring, testing, and large-scale data management. To successfully carry out this alternative role, the MENFP needs a great deal of additional staff, particularly at the Inspector level so that school level MENFP quality assurance and support to teachers and directors can become a reality. More broadly, this is also an important time to assess whether the ultimate long-term goal of the MENFP and its donor partners is to build a universal public school system or to focus instead on improving the quality of the current, private school-based system.

An important part of the opportunity of the current moment is the increased availability of technology and research-informed curricula that can be adapted to the local context and used by the MENFP and local organizations. Future reading programs will benefit from and empower local partners to use technologies such as tablet computers and the Tangerine electronic data collection software system in Haiti, as well as of research-informed curriculum and pedagogy that yields greater student improvements. Indeed, some technological solutions need not be imported as, for example, Surtab now produces tablet computers in Haiti. Increased content is now available because Haitian diaspora organizations such as Educa Vision Inc., a Florida-based publisher of Creole children's books, bring new and high quality resources to early grade education. However, due to the weak capacity of many local organizations, a great deal of effort, continued commitment from international partners, and increased adaptability from established Haitian organizations is required to turn the present opportunities into urgently needed improvement in early grade reading.

Skills-sharing partnerships between local organizations offer an important capacity building opportunity. The help that consultants affiliated with IFOS provided to FONHEP and CEEC with training, set-up and implementation of a tablet-based coaching form using internet-based Tangerine software is an example of a skills-sharing partnership. In this way, IFOS is helping other Haitian organizations to modernize their approach to monitoring and to adopt best practices. This report encourages similar synergistic partnerships between local organizations with expertise in specific techniques or best practices and organizations such as FONHEP and CEEC that have wide networks that can be leveraged with the use of new technology.

Considerable education improvement opportunities exist in cross-sectoral partnerships. For example, a vast body of academic research demonstrates that health interventions can improve educational outcomes and that education can improve health. For this reason, RTI has worked to establish a partnership between ToTAL and Lions Club International Haiti for school-based vision screening and sensitization to address the issue of vision problems as a barrier to education. This report strongly recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education, including organizations in the health sector—for example, those involved with activities such as school-based health screenings, vitamins, deworming, vaccination, school feedings, water, and sanitation—to ensure a hygienic school environment and to address barriers to education for girls, gender, human rights, protection, and livelihoods.

Further, the activities of both Lions Club International Haiti and YMCA d'Haiti demonstrate that considerable potential exists in partnerships between Haitian voluntary civic organizations and the MENFP. For now, large scale education improvement projects such as ToTAL can serve as the link and between civic organizations and the MENFP. Like Lions Club International Haiti, YMCA d' Haiti is very well positioned to add value to early grade reading projects, particularly through community mobilization. YMCA d'Haiti hosts an after school program that could complement formal education support programs like Project ToTAL. Due to these strengths, YMCA d'Haiti is well positioned to play a lead role in the community mobilization initiatives of an early grade reading project.

Although literacy remains an issue of great concern for the Haitian education system, there has not been sufficient debate, discussion, or analysis of the role of local partners at the technical directorates in question. The Haitian State's vision for education, which underlies the reorganization of the education system, is described as “a learning society in which universal access to basic education, control of qualifications from a relevant vocational training system, and the capacity for scientific and technical innovation fuelled by a modern, effective university system are molding the new type of citizen that the country needs for its reorganization.”

This will entail “producing citizens who respect values, are disciplined, hard-working, and honest, and who are capable of applying the norms of a democratic society and of making their own contribution to the creation of a modern, egalitarian society oriented toward progress and development, thanks to their intellectual training and their mastery of new technologies.”<sup>25</sup> Clearly, the wide variety of organizations and the emerging state capacity in the three corridors where ToTAL is active have a great deal of potential to realize this vision through the engagement of active, committed local stakeholders. In addition, the state is present there in the form of DDE, the BDS, and the Bureau d'Inspection de Zone (BIZ), and there are plans to create Commission Municipale d'Éducation (CMEs) that might help with local management in academic environments. The Service d'Appui à l'Enseignement Privé et au Partenariat (SAEPP) and SAP could help with community mobilization and activity monitoring.

EFACAP structures and programs similar to FIA can also help expand early grade reading programs. For the 2013–2014 academic year, the DDE added a line in their budgets for EFACAP operations. This funding was important to help to revitalize the EFACAPs, which, after the withdrawal of the technical and financial partners that helped to set them up, had become veritable “white elephants.” This structure’s ESCs could be used as appropriate venues for training and reading activities.

Organizations such as CEEC, CAFT, FPN, Plan Haïti, BAEH, CONFEPH, FEPH, and BEMHEG have a long history in the field of education and could be considered preferred partners. They can mobilize human resources nationwide, and should as quickly as possible, to implement large scale reading projects.

## **5.1 Recommendations**

### **General Recommendations:**

Through implementing an action research early grade reading program in 300 schools in the Ouest, Artibonite, Nord, and Nord-Est Departments both directly and through local partners including IFOS, FONHEP, CEEC, YMCA d’Haiti, and Lions Club International Haiti, the Project ToTAL team has determined that continued, targeted capacity building of local organizations and the MENFP, particularly through joint implementation of projects with international partners, has considerable potential to strengthen the educational system and improve student performance. In addition to program implementation, Project ToTAL commissioned a study of educational organizations in its area of intervention to both understand and to better help to improve education in Haiti at a systemic level.

The research conducted to develop this report, when viewed through the lens of RTI’s experience implementing the ToTAL project, yields the following recommendations:

- 1. Skills Sharing Partnerships Within The Education Sector:** This report encourages similar synergistic partnerships between local organizations with expertise in specific techniques or best practices and organizations such as FONHEP and CEEC that have wide networks that can be leveraged with the use of new technology. This partnership is fundamentally transformative because FONHEP, through its partner CEEC, has a large network of schools but requires a great deal of strengthening of technology and management systems. For example, the online Tangerine-enabled transmission of coaching data empowers FONHEP to be more organized and timely in its use of information and thus to more adequately administer its programs and achieve better results for students. This recommendation of the original capacity mapping report has only been further affirmed by working with FONHEP and CEEC during the 2013-2014 school year. Skills sharing and skill building partnerships are essential for the continued development of these organizations as well as their ability to provide quality services to their beneficiaries. However, beyond technology and technical support, FONHEP appears to require very significant change to its organizational culture, system of governance, and management systems if it is to function as an accountable organization that fulfills its responsibilities to its partners and its beneficiaries.

2. **Cross Sectoral Synergistic Partnerships:** This report also recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education, including in the health sector—for example, those involved with activities such as school based health screenings, health interventions, vitamins, deworming, vaccination, health interventions, food security, and particularly school feedings, water, and sanitation—to ensure a hygienic school environment and to address barriers to education for girls, gender, human rights, protection, and livelihoods. ToTAL’s work with Lions Club International Haiti for teacher sensitization and school-based vision screening provides an example of the power of these cross-sectoral partnerships to improve both educational outcomes and children’s lives more broadly by using school infrastructure to reach children for health interventions.
3. **Leverage Capacity in the Haitian Diaspora:** The Florida-based Educa Vision Inc., for example, produces high-quality children’s books in Creole. Educa Vision Inc. is a very important partner of the ToTAL project and should be engaged in further projects. Educa Vision could be encouraged to distribute its books using Cloud technology—as could leading Haitian publisher Maison Henri Deschamps—or printing in Haiti. More broadly, considerable opportunities exist in engaging US, Canadian, or French organizations that provide educational materials or services to the Haitian diaspora in large-scale education projects in Haiti. Further, during implementation, Project ToTAL saw, first-hand, the potential of hiring experienced individual members of the diaspora to provide technical and management support to existing organizations as the MENFP has done in the Plateforme de Développement des Compétences en Lecture (PDCL).
4. **Monthly Review Meeting:** A monthly review meeting should be established with the MENFP’s technical directorates and the Directions Départementales d’Education (DDE) in the scholastic departments involved in the project, convened under the responsibility of the General Directorate. The DEF, due to its lead role in implementing early grade education projects, should be part of this monthly meeting. The ToTAL project relied on more frequent, ad hoc communication with the DEF, PDCL, and the DDE in Fort-Liberté. However, a regular, formal monthly review meeting would institutionalize sustained coordination and partnership between the MENFP and lead implementing agencies.
5. **MENFP Communications Plan and Protocols:** Future projects must develop a communications plan and communications protocols for the communication of the project’s results to the managers for all relevant departments at the MENFP including the General Directorate (DG), Direction d’Appui à l’Enseignement Privé et au Partenariat (DAEPP), Direction de l’Enseignement Fondamental (DEF), Department de Curriculum et de Qualité (DCQ), Plateforme de Développement des Compétences en Lecture (PDCL), and Direction de la Formation et du Perfectionnement (DFP). Due to the cross-cutting nature of early grade education, it is important to establish a clear, central focal point at the MENFP early on, as well as to designate who at the MENFP has approval authority versus advisory authority. In addition to close coordination with the DEC, PDCL, and the DDE, Project ToTAL hosted workshops in all three corridors to present EGRA results to the MENFP, teachers, directors,

and other stakeholders including local and international NGOs involved in education. For curriculum development, Project ToTAL hosted workshops for the MENFP and other stakeholders from the early planning stages onward to not only ensure understanding and buy-in at the Ministry-level, but also to establish and maintain MENFP participation in and partnership in the development process. For the development of Grade 2 materials, Project ToTAL worked with a “Pilot Support Team” that included the MENFP (DEF and DG) as well as leading local organizations such as FONHEP, CEEC, IFOS, and CAFT to review and finalize the Grade 2 curriculum. As a result of the positive contributions of the Pilot Support Team to Grade 2 development, project ToTAL will work closely with the MENFP and these leading organizations to facilitate their sustained partner for and collaboration in the Grade 3 materials.

6. **Strengthen Skill-Based Networks:** Relations with those organizations that have tested modules and reading materials—such as Save the Children, FONHEP, CONCERN, and CARE—should be standardized. These meetings should include organizations who need technical and managerial capacity building. A key lesson of Project ToTAL is that a meeting for all partners implementing the ToTAL curriculum should be institutionalized to allow for joint problem solving, sharing of resources, reflections, and lessons learned, and better coordination of efforts.
7. **Regular Communication of Project Plans, Activities, and Results:** ToTAL project progress in the three corridors must be regularly communicated to the MENFP’s DEF and PDCL. The goal of these meetings should become joint planning and information sharing with the goal of strengthening the partnership, building MENFP capacity, and increasing the MENFP’s ownership of the project. Project ToTAL benefited from daily contact with the DEF and the PDCL, this coordination, and the underlying relations, should be continued and strengthened in further systemic early grade reading projects. Frequent communication and partnership with the office of the MENFP-DG to institutionalize the partnership should also be considered in future projects.
8. **Digital Education Materials:** Organizations such as Haïti Future that develop digital education materials and that have already developed French reading content for the first year of basic education should be approached with a goal of making the curriculum materials and teacher training materials of Project ToTAL available online and via tablet applications in an interactive and user-friendly way. Cloud technology can be used to make children’s books available to more young learners. Increased experimentation with tablet computers, including those locally produced by Surtab, could help to vastly increase access to up to date educational content for MENFP officials in the capitol and in rural sites, as well as at the school level.

### **Specific Recommendations for Future Projects:**

1. **Project and MENFP Joint Planning Meetings:** Develop a calendar of planning meetings with the appropriate departmental directorates of the MENFP.

2. **Robust Engagements with the EFACAP:** Fully integrate the EFACAP into the project in the three corridors, using their facilities as venues for discussions, exchanges, and socio-cultural activities linked to the prospects of Project ToTAL, as well as with successor projects.
3. **Share Information about Available Space:** Create a list of venues available for training and reading activities.
4. **Engage School Management and School Boards:** With school management and school boards, set up reading structures in each area, with the help of the lead and area inspectors.
5. **Reading and Writing Competitions:** Launch Creole and French reading and writing competitions for children in Grades 1-4.
6. **MENFP-sponsored Standardization of Methods:** Participate in departmental sectorial tables and encouraging the standardization of methods.
7. **Intensive Outreach, Recruiting, and Information Sharing with Partners:** Meet with organizations that could become potential project partners, to share preliminary information with them, encourage support, and recruit potential partners.
8. **Continued High-Level Roundtables and Workshops:** Build on the success of a high-level governmental workshop in August 2013, continued, regular conferences on literacy that include the MENFP and leading international and Haitian organizations to present the latest research and success stories, as well as to build joint support for initiatives. Continued engagement is important to maintaining momentum and ensuring a high profile for early grade literacy in both government and civil society. Project ToTAL will remain active in facilitating high level discussions during its final six months of implementation.
9. **Expand the PDCL, particularly at the Departmental Level:** Encourage MENFP to establish a PDCL in each of the country's scholastic departments to maintain the focus on early grade reading, share information, coordinate with other departments, and maintain the sense of urgency on improving literacy and early grade reading.

Following these recommendations will help to create improvements in education and civil society through tapping the latent potential of existing organizations in Haiti. Future efforts to improve education must seek to help current organizations to better achieve their missions while also working together in greater coordination (both with each other and with the MENFP) to fulfill the shared goal of improving early grade education and literacy in Haiti.

# Appendix I: Consent Form

RTI-ToTAL Project

## CONSULTATION FOR THE CAPACITY MAPPING OF EDUCATIONAL ORGANIZATIONS

Jean Michel Charles, Consultant

### CONSENT FORM

ORGANIZATION NAME .....

ORGANIZATION ADDRESS .....

AREA(S) OF INTERVENTION .....

#### I- CONFIDENTIALITY

The personal information that you give us about your organization will remain confidential. No information that could identify you in any way will be published. Your organization will not be ranked, and no negative opinion will come from the survey that will expose your organization.

#### II- RESPONDENT DISADVANTAGES AND RIGHTS

There are no particular risks associated with providing information about your organization's reading capacities. You may decide not to answer all of the questions on our form, or even to put an end to the meeting. If you are not at ease with certain questions, you can always contact the lead consultant, Jean Michel Charles, at 3741-1305 or send him an e-mail at [jnmichel01@yahoo.fr](mailto:jnmichel01@yahoo.fr) or [jeanmichelcharles1@gmail.com](mailto:jeanmichelcharles1@gmail.com).

#### III- RESPONDENT'S CONSENT

I hereby freely consent to taking part in this survey, in the name of my organization, and I understand that I can withdraw from it at any time, without having to explain my decision.

Respondent's full name ..... Position .....

Signature ..... Date .....

Consultant's signature ..... Date .....

## Appendix II: Information Chart

| No.                                       | Questions   | Responses  | No.   | Questions                                      | Responses  |
|---|---|--|-------|--|--|
| <b>Section I - Organizational Profile</b> |   |  |       |  |  |
| 1.1                                       | Organization name   |  | 1.1.1 | Organization acronym                           |  |
| 1.2                                       | Department(s) covered by the organization                         | 1 <input type="checkbox"/> Artibonite 6 <input type="checkbox"/> Centre<br>2 <input type="checkbox"/> Grand' Anse 7 <input type="checkbox"/> Nippes<br>3 <input type="checkbox"/> Ouest 8 <input type="checkbox"/> Nord<br>4 <input type="checkbox"/> Nord-Est 9 <input type="checkbox"/> Nord-Ouest<br>5 <input type="checkbox"/> Sud 10 <input type="checkbox"/> Sud-Est | 1.2.1 | Municipality(-ies) covered by the organization | 1: ..... 6: .....<br>2: ..... 7: .....<br>3: ..... 8: .....<br>4: ..... 9: .....<br>5: ..... 10: .....   |
| 1.3                                       | Organization's area of intervention                               | 1 <input type="checkbox"/> Urban 2 <input type="checkbox"/> Rural  | 1.3.1 | Level of intervention                          | 1 <input type="checkbox"/> Pre-school<br>2 <input type="checkbox"/> Primary<br>3 <input type="checkbox"/> Secondary<br>4 <input type="checkbox"/> Other: |
| 1.4                                       | Organization telephone numbers                                    | Tel: .....<br>Tel: .....   | 1.4.1 | Organization e-mail address                    | 1: .....<br>2: .....   |
| 1.5                                       | Organization office address                                       | .....  |       |  |  |
| 1.6                                       | Organization representative or Chief Executive Officer (position) | Last name: .....<br>First name: .....<br>E-mail: .....<br>Telephone: .....   | 1.6.1 | Field manager (position)                       | Last name: .....<br>First name: .....<br>E-mail: .....<br>Telephone: .....   |
| 1.7                                       | How is the organization structured?                               | Community<br>Democratic, with a General Assembly<br>Consulting firm<br>Managed by an NGO<br>Other (please specify)   | 1.8   | What is the organization's mission?            |  |
| 1.8.1                                     | Is the mission shared with the organization's members?            | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   | 1.9   | Is the organization legally recognized?        | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   |

| No.   | Questions   | Responses  | No.   | Questions  | Responses  |
|---|---|--|-------|--|--|
| 1.9.1   | What body recognized it and when?   | Ministry of Social Affairs <input type="checkbox"/><br>City Council <input type="checkbox"/><br>Ministry of Planning <input type="checkbox"/><br>Other (please specify) <input type="checkbox"/><br><br>In ..... | 1.10  | Does the organization have administrative and accounting procedure manuals?                | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   |
| 1.11  | Does the organization have a control mechanism?   | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   | 1.12  | Is there a structure that handles data or M&E?   | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   |
| <b>Section II - Knowledge and Relationship with the Community</b> |   |  |       |  |  |
| 2.1   | Which organizations in the community do you know that are involved in education?                            | 1: .....<br>2: .....<br>3: .....<br>4: .....   | 2.1.1 | What types of relationships do you have with those organizations?                          | 1 <input type="checkbox"/> Dialogue only 3 <input type="checkbox"/> Support<br>2 <input type="checkbox"/> Partnership 4 <input type="checkbox"/> None<br>5 <input type="checkbox"/> Other (please specify) .....<br>.....<br>..... |
| 2.2   | Have you helped to set up educational structures in your area of intervention (e.g. dialogue tables, etc.)? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   | 2.2.1 | If yes, what structures?   | 1: .....<br>2: .....<br>3: .....   |
| 2.3   | What community activities have you performed in the past?   | 1: .....<br>2: .....<br>3: .....   | 2.4   | Among those activities, are there any that involve the supervision of students or reading? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   |
| 2.5   | What are the structures of the community organizations that you supervise?                                  | 1 <input type="checkbox"/> Democratic 2 <input type="checkbox"/> Mixed 3 <input type="checkbox"/> Autocratic 4 <input type="checkbox"/> Other  |       |  |  |
| 2.6   | What are your current funding sources?  | 1 Donations <input type="checkbox"/> 2 Member contributions <input type="checkbox"/> 3 NGO funding <input type="checkbox"/> 4 Other <input type="checkbox"/>   |       |  |  |

| No.  | Questions  | Responses  | No.   | Questions   | Responses   |
|--|--|--|-------|---|---|
| <b>Section III - Number and Quality of Available Resources</b> |  |  |       |   |   |
| 3.1  | How many educational human resources (staff members) are there at your organization? | No. of women: .....<br>No. of men: .....   | 3.1.1 | How many of them work in the field and in the office?             | In the field: ..... W ..... M<br>At the central office: ..... W ..... M   |
| 3.2  | Do you have any human resources who supervise schools?                               | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   | 3.2.1 | How many (number)?  |   |
| 3.3  | Have your human resources (staff) been trained on reading methods?                   | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   | 3.3.1 | Would they be willing to receive training on new reading methods? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No  |
| 3.4  | Are your human resources familiar with the Lekti se lavni method?                    | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   | 3.4.1 | If yes, please explain briefly:                                   | .....<br>.....<br>.....   |
| 3.5  | What level of education has your field staff received?                               | 1 <input type="checkbox"/> Secondary 2 <input type="checkbox"/> College 3 <input type="checkbox"/> Primary teacher training 4 <input type="checkbox"/> Vocational training 5 <input type="checkbox"/> CFEF<br>1- <input type="checkbox"/> Other (please specify) |       |   |   |
| 3.6  | Do you have an information-sharing system for your human resources in the field?     | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No   | 3.6.1 | If yes, what is that system?                                      | Email <input type="checkbox"/><br>Database <input type="checkbox"/><br>Staff meetings <input type="checkbox"/><br>Other <input type="checkbox"/>              |
| 3.7  | How do you share information at your organization?                                   | Reports <input type="checkbox"/><br>Meetings <input type="checkbox"/><br>Other <input type="checkbox"/>  | 3.7.1 | How often do you produce reports?                                 | Monthly <input type="checkbox"/><br>Quarterly <input type="checkbox"/><br>Semi-annually / annually <input type="checkbox"/><br>Other <input type="checkbox"/> |

| No.   | Questions  | Responses  | No.   | Questions   | Responses |
|---|--|--|-------|---|-----------|
| <b>Section IV - Relations and Communications with the MENFP and Other Organizations</b> |  |  |       |   |           |
| 4.1   | How would you describe your relationship with the Departmental Directorate of Education?                               | 1 <input type="checkbox"/> Poor 2 <input type="checkbox"/> Average<br>3 <input type="checkbox"/> Excellent 4 <input type="checkbox"/> Non-existent         | 4.1.1 | What activities do you typically perform with the DDE or BDS? |           |
| 4.2   | What types of activities do you typically perform with the DDE or other MENFP structures?                              |  |       |   |           |
| 4.3   | How would you describe your relations with the educational organizations in the area?                                  | 1 <input type="checkbox"/> Poor 2 <input type="checkbox"/> Average<br>3 <input type="checkbox"/> Excellent 4 <input type="checkbox"/> Non-existent         | 4.3.1 | What activities do you perform together?                      |           |
| 4.4   | Which radio stations broadcast in the community that could be used for reading programs (list by order of importance)? | <div>1- 3:</div> <div>2- 4:</div>  |       |   |           |
| 4.5   | How would you rate your level of participation in a reading support project?   | <input type="checkbox"/> Poor      2 <input type="checkbox"/> Average<br>3 <input type="checkbox"/> Excellent      4 <input type="checkbox"/> Non-existent |       |   |           |
| 4.6   | What are the organization's development projects for education?  |  |       |   |           |
| 4.7   | Any other remarks you consider to be important: .....<br>.....<br>.....<br>.....                                       |  |       |   |           |

Surveyor's full name ..... Present date .....

## Appendix III: Letter Sent to the Organizations

Port-au-Prince, January 20, 2013

Dear Organization Manager,

The ToTAL project offers its compliments and congratulates you on the great work that you are performing in the education field in Haiti. As part of its support of the MENFP, the ToTAL project, managed by RTI and backed by USAID, is working so that all Haitian children can read and write in Creole and French.

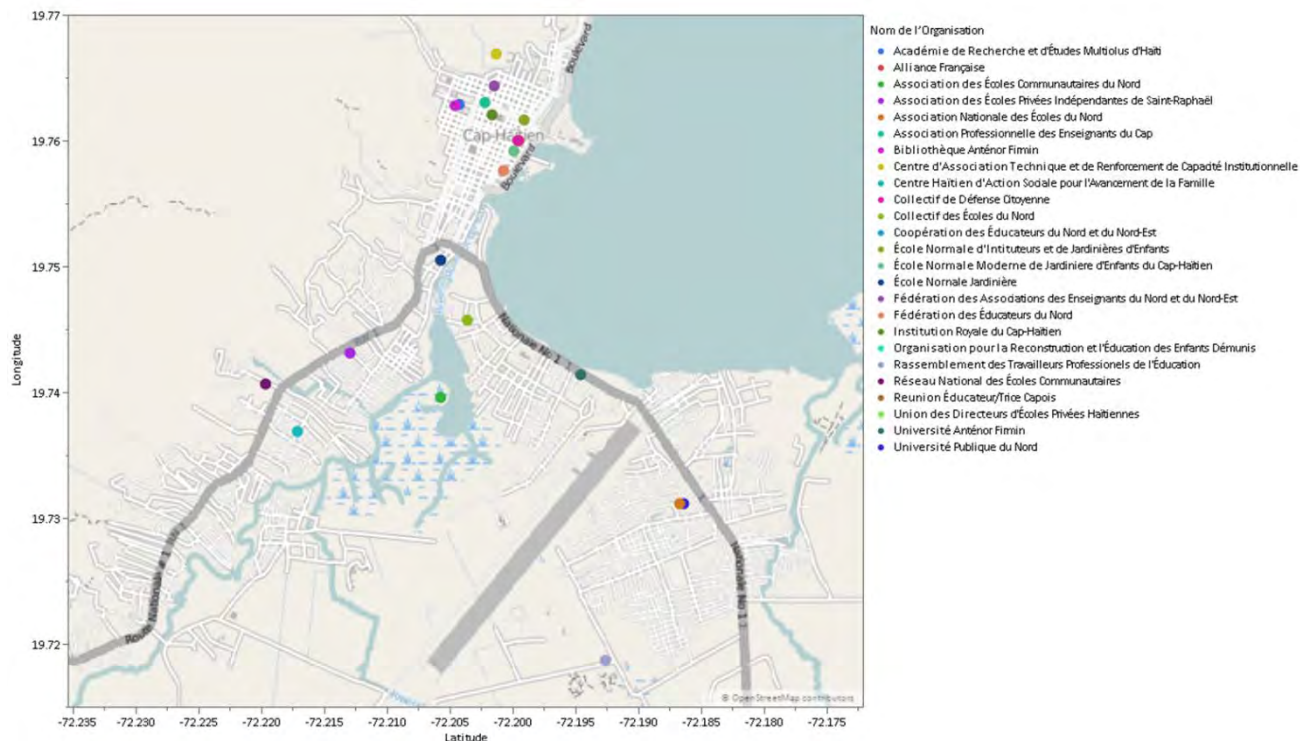
Additionally, after testing in the Croix-des-Bouquets, Saint-Marc, Nord, and Nord-Est corridors, it is highly likely that the Ministry of Education, from a perspective of extending the ToTAL method to other municipalities in the country, will wish to meet with the organizations, structures and people involved in education to conduct a review of existing potential.

The ToTAL project thanks you for your cooperation and assures you that your data will remain confidential. Please complete the consent form.

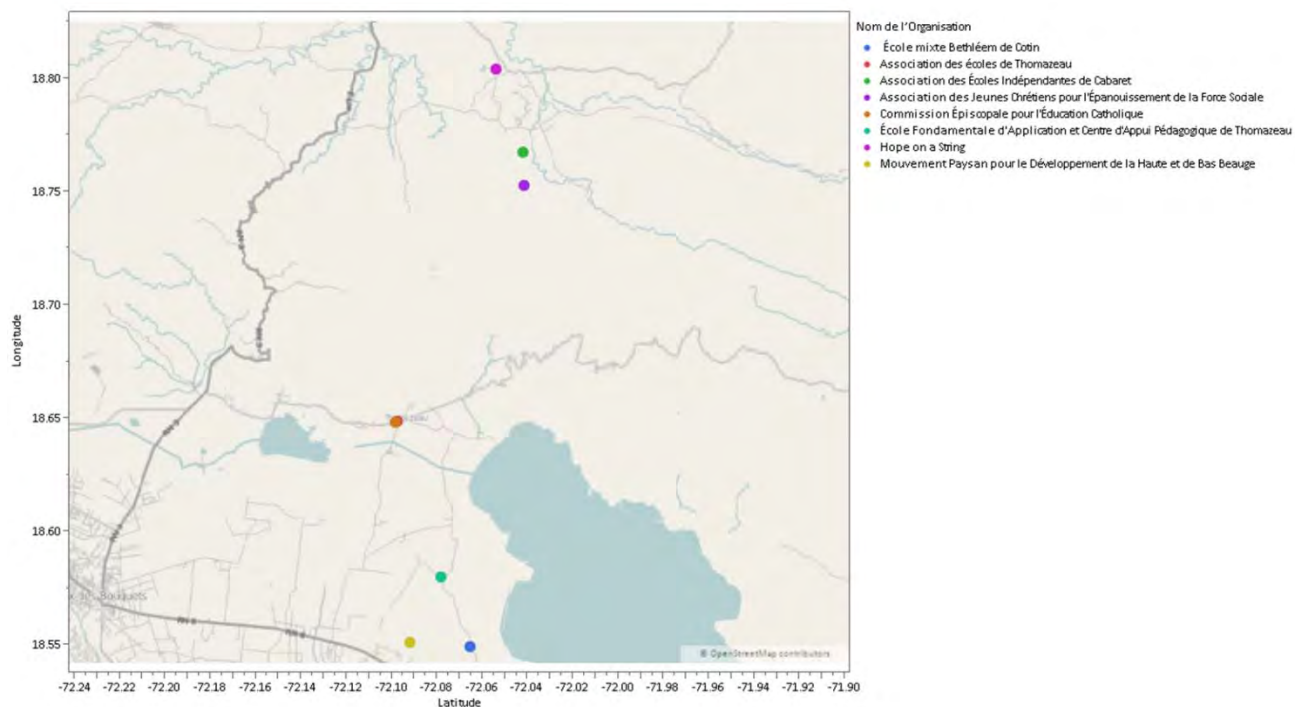
**Ronald Jean Jacques**  
**ToTAL Project Manager**

# Appendix IV: Detailed Maps of Organizations

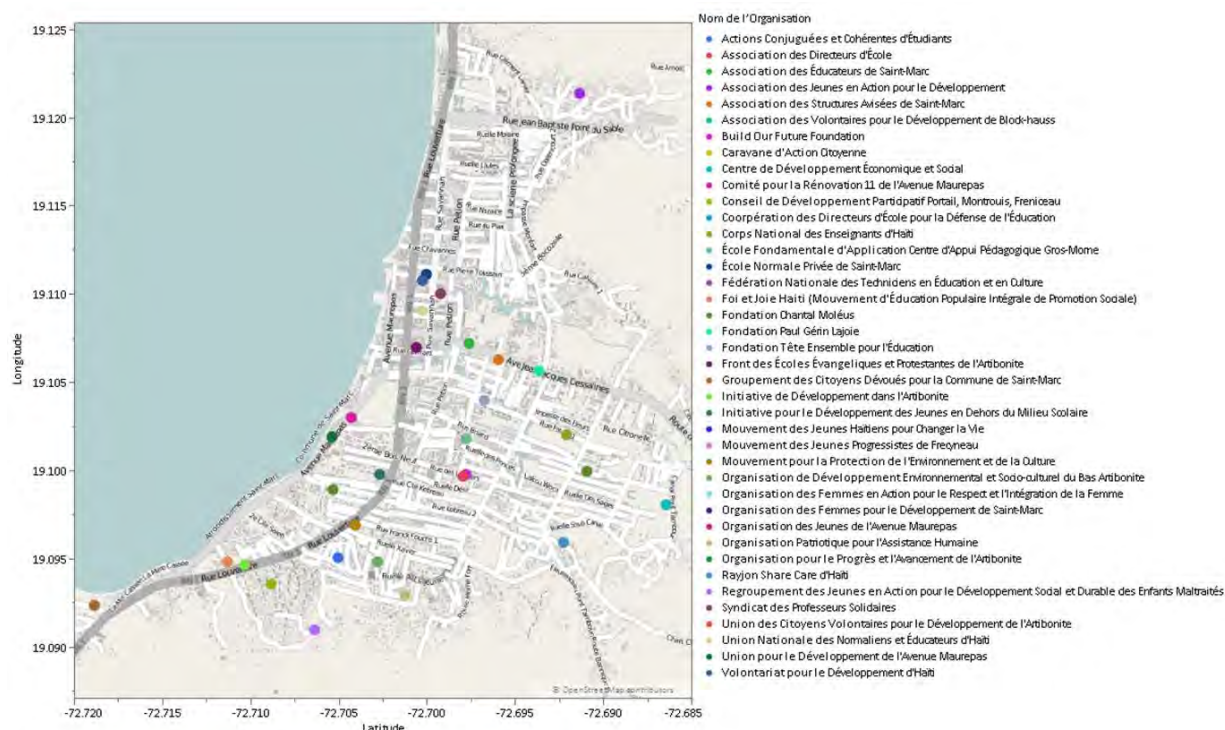
## Detail Section 1: Cap-Haïtien



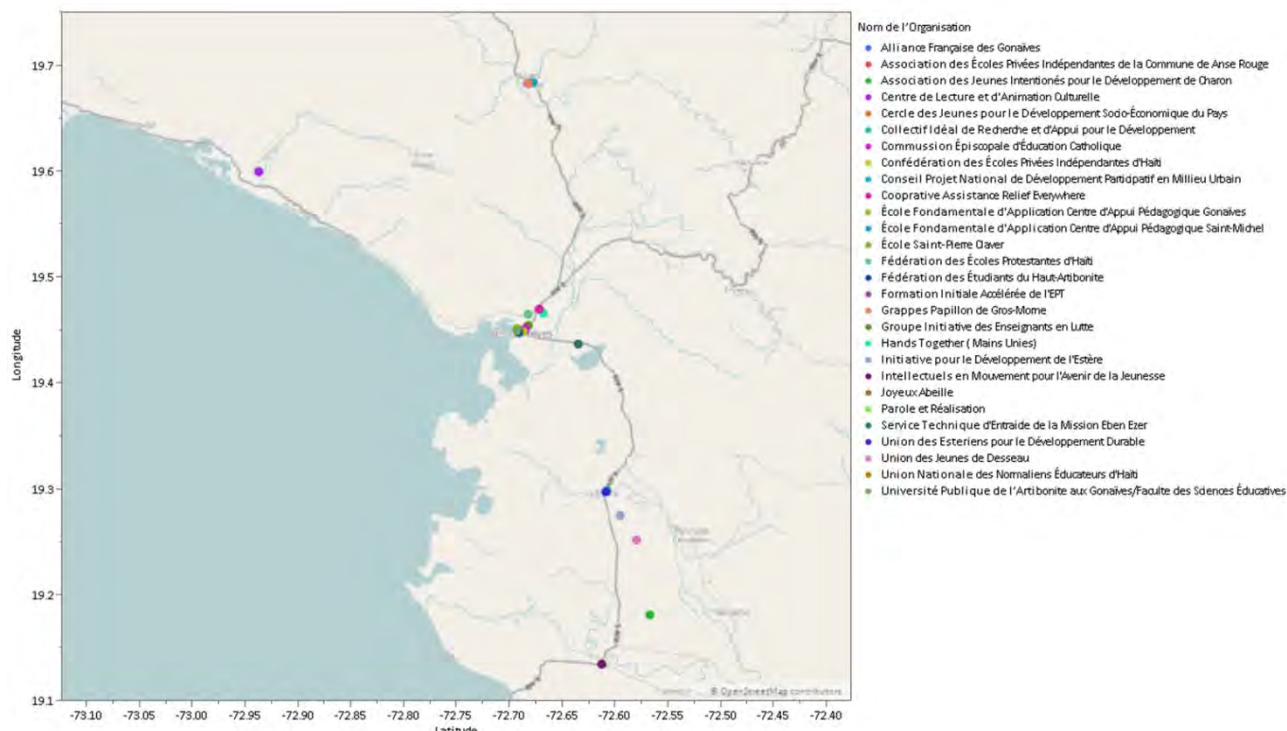
## Detail Section 2: Ouest Rural



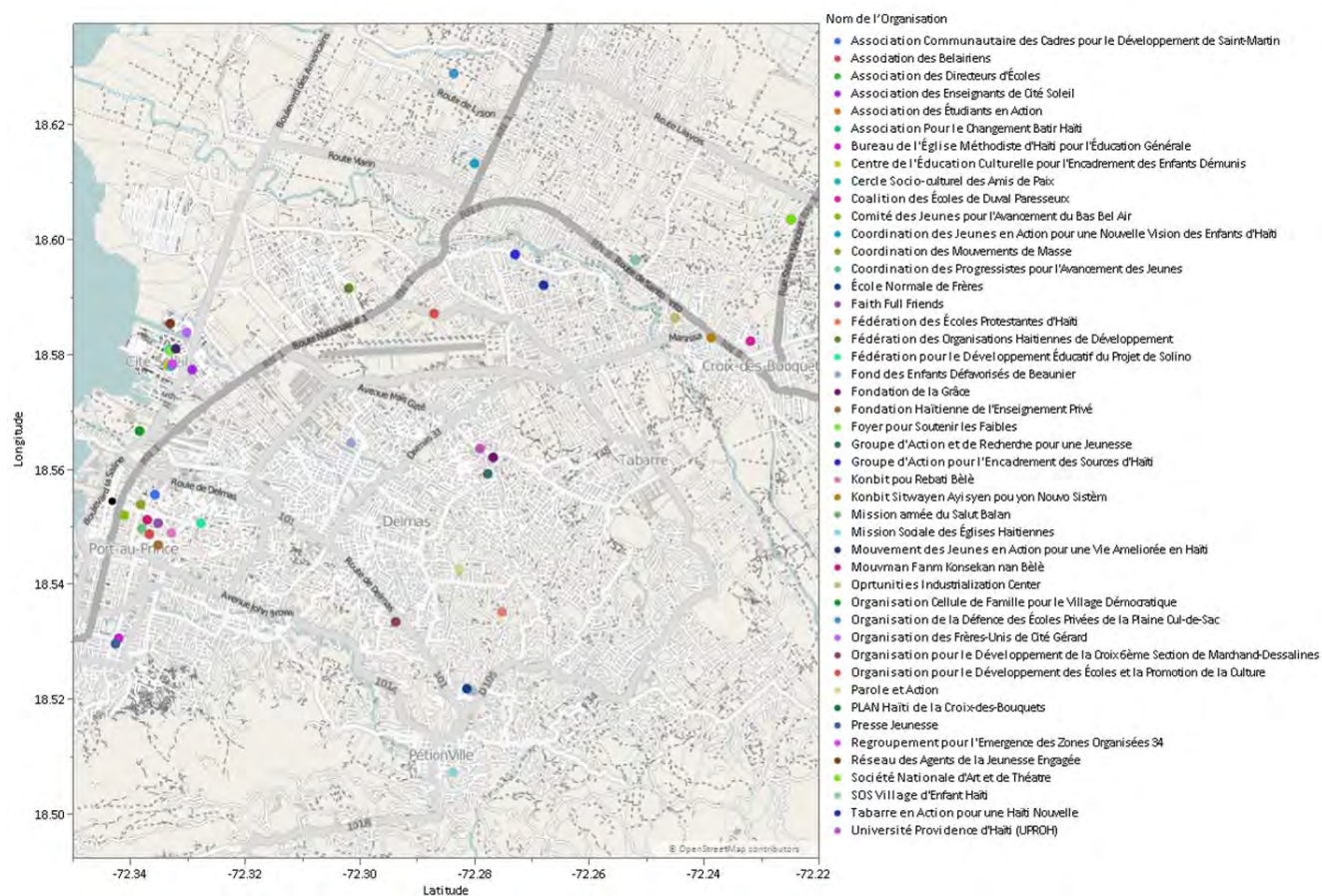
## Detail Section 3: Saint-Marc



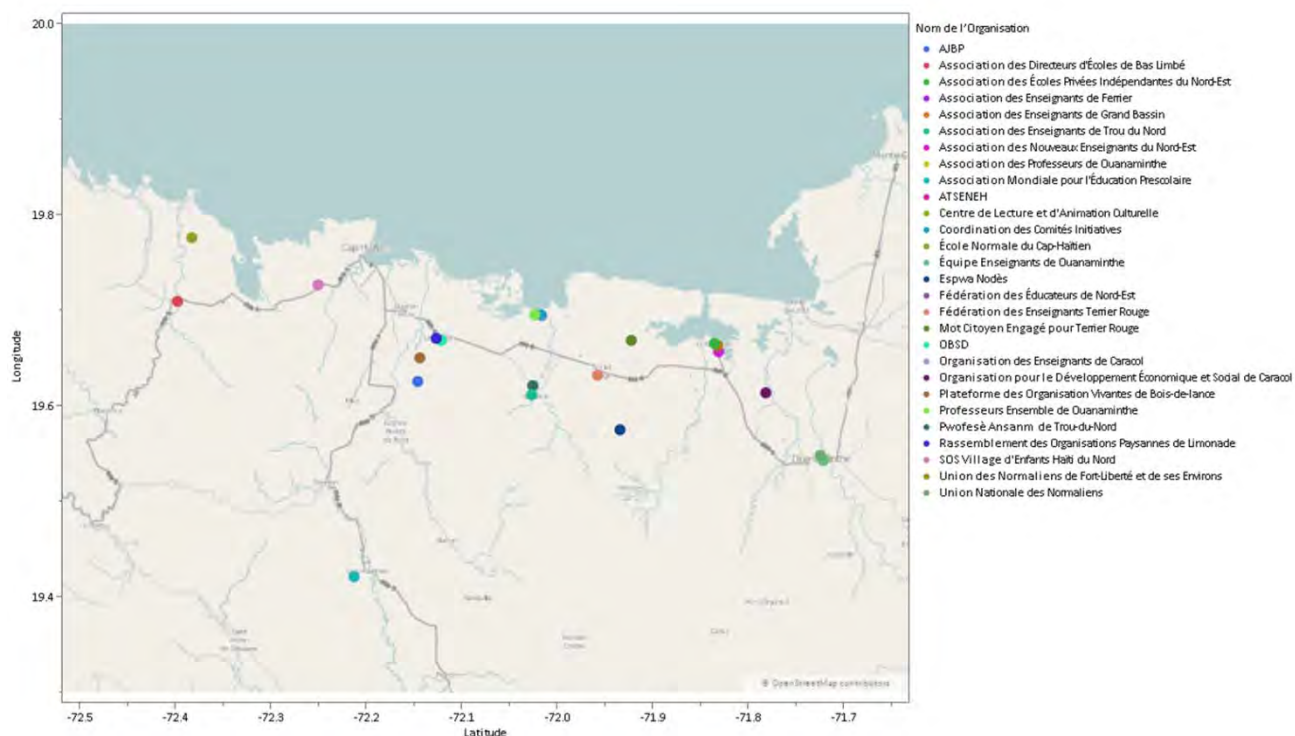
## Detail Section 4: Gonaïves



## Detail Section 5: Port-Au-Prince



## Detail Section 6: Nord-Est



## Detail Section 7: Cabaret

